

# NORTH-WEST COLLEGE



## PROVO CAMPUS

# COLLEGE CATALOG

1/1/2026 - 12/31/2026



*North-West*  
COLLEGE



Marsha Fuerst  
SCHOOL  
of NURSING

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# Service to Humanity A Career...Not Just A Job!

## ***History and Educational Philosophy***

North-West College was founded in 1966 by a family who has been in the medical field since the early 50s and has dedicated its energies to educating men and women of all ages for professional vocational careers.

To date, the College boasts more than 55,000 graduates, many of whom have used this career training to support themselves and their families for many years. Many have gone on to other careers using their program at North-West College as the first rung on their career ladder upward. The College is now educating second and third generations of North-West College graduates.

## ***Our Mission***

North-West College's everyday mission is to educate students in short-term and professional programs for gainful employment and career advancement. This is accomplished by a professional faculty, as well as a qualified administration and support staff. Facilities are well equipped and the atmosphere is vibrant, friendly and warm. The quality of education is the highest priority at North-West College. Students are accepted on their ability to benefit without regard for race, color or creed.

## ***Our Team Members***

Team Members are chosen with the same non-discriminatory criteria as our students, providing a diverse staff who offer a professional, career-orientated educational experience with enthusiastic support for all students in a multicultural environment. All faculty Team Members are required to have, at minimum, three years of actual work experience in their field. Faculty Team Members providing instruction in programs that lead to licensing and/or certification are required to maintain their own licenses and certifications as well. The College orients all faculty Team Members to North-West College's own unique way of teaching. Faculty Team Member orientation includes ongoing workshops and meetings to help keep skills current.

***Approval Statement***

North-West College-Marsha Fuerst School of Nursing (MFSON)-Provo (NWC-MFSON-PR) is a private institution and was granted institutional approval to operate from the Utah Department of Commerce-Division of Consumer Protection. The Division's approval means that the Institution and its operations are authorized to operate a postsecondary educational institution.

***Catalog Update Policy***

Period covered by this catalog: 08-06-2026 to 12-31-2026.

The catalog will be updated at least annually and as necessary at the discretion of the President and can be viewed online at [glendalecareer.com](http://glendalecareer.com) Click on e-campus, then GCC students. Use the following login: Username: student / Password: catalog

"As a prospective student, you are encouraged to review this catalog prior to signing an enrollment agreement.

***Statement of Ownership***

Southwest College of Medical and Dental Assistants and Practical Nurses, Inc. owns and operates nationally accredited career colleges and institutes with a focus on allied health. The organization currently operates locations in California, Nevada and Utah.

**Corporate Officers**

Mitchell Fuerst, President



## *A SPECIAL MESSAGE...*

*Mitchell Fuerst, President*

The Team Members of North-West College, including faculty, administrators, and support staff, welcome you to the College. Your decision to prepare for a career in the allied health field is a great one. You will be successful, as many thousands of the College's graduates before you have been. At North-West College, we educate you in short-term and professional programs for gainful employment and career advancement. The knowledge you gain at North-West College will act as a foundation, should you choose to climb the ladder to another career. Thousands of graduates have achieved success because they chose to attend North-West College.

The learning experience at North-West College includes classroom learning, hands-on practice in a laboratory that simulates the real workplace, and an Internship/Externship/Clinical component that provides you with real-world experience. This truly powerful combination will prepare you for a great future.



*Mrs. Marsha Fuerst  
Founder – North-West College*

As a prospective student, you are encouraged to review the College 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.

All of us at North-West College are here to assist you. We are excited to share your educational experience during these next months. We are here to support you and look forward to celebrating your accomplishments at graduation with your family and friends.

# Accreditation and Approval Information

Institutionally accredited by the Accrediting Bureau of Health Education Schools (ABHES), 6116 Executive Boulevard, Suite 730, North Bethesda, Maryland MD 20852 (Tel 301-291-7550) [abhes.org](http://abhes.org).

Authorized to operate by the Utah Department of Commerce-Division of Consumer Protection (DCP). General contact information: P.O. Box 146704, Salt Lake City, UT 84114-6704 (Tel 801-530-6601) [Home - dcp.utah.gov](http://dcp.utah.gov).

The Bachelor of Science in Nursing program is temporarily approved by the Utah Department of Commerce-Division of Professional Licensing (DOPL). General contact information: P.O. Box 146704, Salt Lake City, UT 84114-6704 (Tel 801-530-6601) [Home - dopl.utah.gov](http://dopl.utah.gov).

North-West College-MFSON-Provo is approved by the U.S. Department of Education to participate in Title IV programs.

As a prospective student, you are required to review this catalog prior to signing an Enrollment Agreement.

*Documents describing accreditation and approvals may be viewed by contacting the Campus Director.*

## College Locations:

Glendale Campus (GCC-GL-*Main Campus*)  
240 North Brand Blvd., Lower Level  
Glendale, CA 91203  
818-243-1131  
[glendalecareer.com](http://glendalecareer.com)  
Emille Gonzalez, Campus Director

Satellite/Separate/Classroom  
221 North Brand Blvd.  
Glendale, CA 91203

San Diego Campus (NWC-SD-*Branch Campus*)  
6106 Arosa St.  
San Diego, CA 921115  
858-715-1120  
[glendalecareer.com](http://glendalecareer.com)  
Paul Gibson, Campus Director

Bakersfield Campus (NWC-BA-*Branch Campus*)  
3000 Ming Ave.  
Bakersfield, CA 93304  
661-501-6010  
[glendalecareer.com](http://glendalecareer.com)  
Michael Rugnao, Campus Director

North-West College-MFSON (West Covina Branch Campus)  
2029 West Garvey Ave. North  
West Covina, CA 91790  
626-251-1078  
[glendalecareer.com](http://glendalecareer.com)  
Aldwin Daus, Executive Director

North-West College-MFSON (Riverside Branch Campus)  
4601 La Sierra Ave.  
Riverside, CA 92505  
951-405-7800  
[glendalecareer.com](http://glendalecareer.com)  
Tammy Latu, Campus Director

Nevada Career Institute (NCI-*Branch Campus*)  
3231 North Decatur Blvd., Suite 201  
Las Vegas, NV 89130  
702-893-3300  
[nevadacareerinstitute.com](http://nevadacareerinstitute.com)  
Mary Ann Jefferson, Campus Director

Marsha Fuerst School of Nursing (MFSON) at Nevada Career Institute  
(MFSON@NCI-Branch Campus)  
2170 E. Maule Ave.  
Las Vegas, NV 89119  
702-893-3300  
[nevadacareerinstitute.com](http://nevadacareerinstitute.com)  
Ra'Chanel Wells, Campus Director

North-West College-MFSON (Provo, UT Branch Campus)  
555-561 East 1860 South  
Provo, UT 84606  
[glendalecareer.com](http://glendalecareer.com)  
Andrew Nydegger, Campus Director

**Programs Offered at North-West College MFSON-Provo  
(Credential Awarded):**

Bachelor of Science in Nursing (Degree)

## **FACILITIES**

North-West College-MFSON-Provo is designed to provide an optimum learning environment. The campus has multiple, well-equipped classrooms, consisting of laboratories and lecture rooms. In some cases, the laboratories and lecture rooms are combined within the same classroom. Laboratory equipment is chosen so that students will be acquainted with equipment used in the field. The campus has administrative offices, student union, restroom facilities, faculty lounge, and study spaces. Each program maintains a Learning Resource System and other on-line resources to assist students in their various research projects, as well as providing links to employment websites. Students are provided instructions for accessing the Learning Resource System during the classroom orientation process. Students are encouraged to use the Learning Resource System during class time, as well as other times outside of their class time. Available books can only be used within the facility to ensure accessibility to all students and may not be checked out.

North-West College-MFSON-Provo programs are “non-residential” and the College has no responsibility to find or assist a student in finding housing. Student advisors and other staff members can provide students with information on community resources as necessary.

### **State of Utah Residency Requirement/Student Physical Location**

Programs offered at North-West College (“NWC” or “the College”) are only offered to residents of the State of Utah. Prior to enrollment, and as part of the enrollment processes, NWC requires an attestation of the Student’s physical address/location of record. The physical address/location provided on the Enrollment Agreement will serve as the basis for the Institution’s residency determination and serve as the address of record in the Institution’s Population Management System (Anthology Student). By signing the Institution’s Enrollment Agreement, the Student is attesting to the fact that the physical address included on the Enrollment Agreement is the Student’s address of record. Students can submit a change of address request through the Student Portal for changes of address within the State of Utah. If a student should happen to move out of the State of Utah, the student is required to immediately notify the College as this will likely impact their ability to remain enrolled at the College and complete their program of study at NWC, and it could adversely impact their ability to obtain licensure and employment.

### **Classroom/Lab Equipment and Supplies**

- Tables and chairs
- White Boards
- Starboard
- LCD projector
- Computers and Printers
- Appropriate posters, charts and handouts

### **Program-Specific Equipment and Supplies**

#### ***Bachelor of Science in Nursing***

- Functional Headwall
- Welch Allyn integrated diagnostic System (wallmount)
- Electric bed w/4 side rails with traction
- Traction Set With Trapeze and Weights
- Overbed table
- Bedside Cabinet w/3 Drawers
- Adjustable Height Stretcher (Guery)
- Wheelchairs w/Swing Away Footplates
- Vital Signs Monitor Chart for Allyn Spot
- Welch Allyn SPOT Vital Sign NIBP
- Isolation Cart (yellow)
- Emergency Cart (red)
- Treatment Cart (blue)
- Super Erecta Shelf Stem Cart/Wire Shelf
- 3-In-1 Steel Bedside Commode
- Rinsette White Plastic (Patient Hair washing)
- Folding Walker
- Quad Cane
- Aluminum Crutch
- Aluminum Single Point Cane Adjustable
- Nurse Training Baby M/F
- IV Arms
- NG Tube & Trach Teaching Torso
- Cath Enema Simulator
- Chester Chest w/New Advanced Arm
- Table Top Hook Stand
- IV Poles Square Hamper & Replacement Hamper Bag
- Alaris Medley Comb #1
- Kangaroo 924 Enteral Pump
- Kangaroo Gastrostomy Feeding Tube w/Y Port
- Detecto Portable Standard Physician Scale
- 3-Channel Wide-Screen ECG Monitor
- Glucocard 01 Glucose Meter Kit

## **GENERAL INFORMATION**

The College's facilities can accommodate:

- \*400 students at Glendale Career College-GL
- \*400 students at North-West College-SD
- \*350 students at North-West College-BA
- \*250 students at North-West College-MFSON-WC
- \*250 students at North-West College-MFSON-RI
- \*350 students at Nevada Career Institute
- \*300 students at North-West College-PR

A typical lecture class size is approximately 45 students; however, many classes may be smaller, and occasionally larger. Laboratory classes are conducted observing a 20:1 student-to-instructor ratio. All courses at the College are taught entirely in English.

## **ADMISSION REQUIREMENTS**

North-West College seeks students who are interested in practical career training and who are motivated to succeed in their chosen career fields. Admissions representatives are available at each campus to assist potential students in the admissions process.

All courses offered at North-West College are in English. The College does not offer ESL courses.

Although the college welcomes students from other countries, North-West College does not issue student visas (F1 or M1). Additionally, the College is unable to vouch for any student on a student visa.

There are no associated charges for these services as they are not offered by the institution.

### ***Admissions Requirement Pathways:***

Prospective students can apply to the College using one of the following pathways:

1. Applicants who possess a high school diploma or equivalent;
2. Applicants who do not hold a high school diploma or equivalent, and who established ability-to-benefit (ATB) eligibility under federal regulations prior to July 1, 2012 and registered for or attended a Federal Student Aid eligible program prior to July 1, 2012; or
3. Applicants who do not hold a high school diploma or equivalent, and who did not establish ATB eligibility prior to July 1, 2012.

Students who do not possess a high school diploma or equivalent may not apply for admission to the Central Service Instrument Technician, Surgical Technology, Vocational Nurse, Associate of Science in Healthcare Administration, Associate of Arts in Nursing, and Bachelor of Science in Nursing programs. Students are responsible for verifying licensure/certification eligibility requirements with the respective regulatory agency.

1. Applicants Who Possess a High School Diploma or Equivalent

Applicants must possess a high school diploma or its equivalent and provide verifiable documentation.

The equivalent to a high school diploma includes:

- a GED<sup>®</sup>, HiSET<sup>™</sup>, TASC<sup>™</sup>, or other approved high school equivalency certificate;
- a certificate of the successful completion of the California High School Proficiency Exam; or
- for homeschooled students, a transcript or the equivalent, signed by the parent or guardian of a homeschooled student that lists the secondary school courses the student completed and documents the successful completion of a secondary school education.

All applicants, with the exception of Surgical Technology Accelerated Alternate Delivery (ST-AAD) applicants, who possess a high school diploma or equivalent must complete the Wonderlic Scholastic Level Exam (SLE) assessment during the enrollment process and achieve a required minimum score for the applicable program of study.

In this admissions pathway, the applicant may apply for enrollment in any of the College's programs for which he/she qualifies. Federal Student Aid is available to those who qualify and are eligible.

2. Applicants Who Do Not Hold a High School Diploma or Equivalent, but Established Ability-to-Benefit (ATB) Eligibility Prior to July 1, 2012 and Registered for or Attended a Federal Student Aid Eligible Program Prior to July 1, 2012

Ability-to-benefit (ATB) students are those individuals who wish to attend the College but do not possess a high school diploma or recognized equivalent, and are beyond the age of compulsory school attendance in the State of California.

If the applicant's ATB eligibility was established prior to July 1, 2012, the applicant will be required to provide the official ATB test scores to document eligibility. In addition to the test scores, the student must also have registered for or attended a Federal Student Aid eligible program prior to July 1, 2012. Applicants utilizing this pathway are not required to take an entrance exam or retake the ATB test. An admissions decision will not be made until all required documentation has been received by the College.

Federal Student Aid is available to those who qualify and are eligible.

3. Applicants Who Do Not Hold a High School Diploma or Equivalent and Did Not Establish ATB Eligibility Prior to July 1, 2012.

Applicants who do not hold a high school diploma or equivalent and did not establish ATB eligibility prior to July 1, 2012 may apply to the College, but are not eligible to apply for Federal Student Aid. Applicants in this admissions pathway will be required to achieve a minimum score on a U.S. Department of Education-approved Ability-to-Benefit test, in place of the standard entrance exam prior to enrollment at the College. The student must achieve the minimum passing scores to be considered for admission to the College.

4. Applicants in Process of Earning a High School Diploma or Equivalent

Active high school students who have not yet graduated are permitted to apply to North-West College programs, but cannot be officially enrolled until they have completed their secondary studies. Once the student has received their official diploma or equivalency, they will follow the process outlined for high school graduates.

## **Admissions Process**

North-West College requires applicants who meet the criteria set forth in one of the three admissions pathways to complete the following admissions process:

- Complete an admissions interview and tour of the College (Note: Central Service Instrument Technician, Surgical Technology, Vocational Nursing, Associate of Arts in Nursing and RN-to- BSN programs require an additional interview with the Campus Director, Program Director, Director of Nursing, Nursing Admissions Committee, or their designee);
- Provide or request official high school graduation or applicable equivalent documentation;
- Take and pass a standardized basic skills assessment designed to measure aptitude for successful completion of the chosen program of study (see the testing requirements in the admissions pathway information above). The College does not require Surgical Technology Accelerate Alternate Delivery (ST-AAD) applicants to take and pass a standardized basic skills assessment exam for admission to the program. Please note that the College does not:
  - require ACT or SAT scores for admission;
  - consider advanced placement credit and experiential learning credit in the admissions process; or
  - give credit for advanced placement courses or experiential learning, except for programs with Boards or Bureau requirements such as the Board of Vocational Nursing and Psychiatric Technician (BVNPT).
- Applicants in the full distance education or blended programs, will be required to complete a Distance Education Readiness Assessment questionnaire during the admissions process;
- Applicants from foreign countries where English is not the primary language must be proficient in English as demonstrated with a minimum TOEFL score of 450 or a passing score on the College's entrance evaluation;
- Interview with a Financial Aid Advisor prior to completing the enrollment process;
- Review the College's catalog and all required programmatic, state, and federal disclosures;
- Complete all necessary paperwork for admission including completion of a College Enrollment Agreement; and
- Pay the \$100 Registration Fee on or prior to the start date, or make arrangements to pay.

Applicants in California will not be subject to questions about their criminal history on an initial application form or at any time during the admissions process before a final admission decision has been made; however, in some programs, students will be subject to criminal background checks, physical examination, and drug screening prior to being assigned an externship or clinical site. Certain convictions, and/or drug screen positive results may prevent a student placement in externship/clinical rotations.

Students enrolled in the Associate of Arts in Nursing program are required to pass a background check, physical examination, and drug screening prior to enrollment and/or during their program of study.

In addition, students enrolled in the Associate of Arts in Nursing program have additional admissions requirements. Please see the Associate of Arts in Nursing Program Handbook for additional information. Final acceptance to the Associate of Arts in Nursing program is determined by the Nursing Admissions Committee.

Prior to enrolling, the applicant will be given the College catalog, completion and placement rate data, and the School Performance Fact Sheet. The applicant will also be given an opportunity to review the College's website containing additional disclosures and consumer information. Each publication should be reviewed by the applicant before deciding to enroll. The College makes changes to these disclosures and publications from time to time and publishes the most current version on the College's website.

High school equivalency preparation and testing information in your local area is available through the admissions office at each campus. The College highly recommends each ATB applicant obtain a high school equivalency prior to graduation, as this will improve the graduate's employment options. If an ATB applicant successfully earns a high school equivalency certificate prior to graduation, the student may become eligible to apply for Federal Student Aid if ATB eligibility was not established prior to July 1, 2012.

North-West College West Covina does not offer on-campus housing. Student Advisors and other Team Members can provide students with information about housing and other community resources. The price of housing varies widely by geographical location. On average the cost of housing ranges between \$1,350.00 and \$1,950.00 per month.

North-West College does not discriminate in their admissions practices with regard to race, age, gender, gender identity, disability, religion, sexual orientation, or national and ethnic origin of the applicant. Each student is entitled to all rights, privileges, and access to programs and activities generally accorded or made available to students at the College. However, North-West College reserves the right to refuse admission to any applicant who does not meet the College's established criteria for admission as outlined above or, who, by their behavior in the enrollment process indicates disregard for the College's policies relating to student conduct, or any student who is deemed unable to benefit from the educational program due to certain criminal convictions or related concerns.

## **ARBITRATION and CLASS ACTION WAIVER DISCLOSURE**

North-West College requires each student to agree to a pre-dispute arbitration agreement and a class action waiver as a condition of enrollment (“Arbitration Agreement”). The Arbitration Agreement does not, in any way, limit, relinquish, or waive a student’s ability to pursue filing a borrower defense claim, pursuant to 34 C.F.R. § 685.206(e) at any time. The Arbitration Agreement does not require that the student participate in arbitration or any internal dispute resolution process offered by the College prior to filing a borrower defense to repayment application with the U.S. Department of Education pursuant to 34 C.F.R. § 685.206(e). Any arbitration, required by the Arbitration Agreement, tolls (pauses) the limitations period for filing a borrower defense to repayment application pursuant to 34 C.F.R. § 685.206(e)(6)(ii) for the length of time that the arbitration proceeding is under way. Any questions about the Arbitration Agreement or a dispute relating to a student’s Title IV Federal student loans or to the provision of educational services for which the loans were provided should be directed to the Campus Director.

Any dispute I may bring against the College, or any of its parents, subsidiaries, officers, directors, or employees, or which the College may bring against me, no matter how characterized, pleaded or styled, shall be resolved by binding arbitration conducted by the American Arbitration Association (the “AAA”), under its Consumer Arbitration Rules (“Consumer Rules”), with the exception that the arbitrator appointment process shall be governed by AAA Commercial Rule 12(a)-(b). The arbitration shall be conducted and decided by a single Arbitrator. Any remedy available from a Court under the law shall be available in the arbitration. The arbitration hearing will be conducted in the city in which the campus is located.

Notice Regarding Borrower Defense Claims: I understand this Agreement is a condition of my enrollment in the College. This Agreement does not, in any way, limit, relinquish, or waive my ability to pursue filing a borrower defense claim, pursuant to 34 C.F.R. § 685.206(e) at any time. This Agreement does not require that I participate in arbitration or any internal dispute resolution process offered by the College prior to filing a borrower defense to repayment application with the US Department of Education pursuant to 34 C.F.R. § 685.206(e). Any arbitration, required by this Agreement, tolls (pauses) the limitations period for filing a borrower defense to repayment application pursuant to 34 C.F.R. § 685.206(e)(6)(ii) for the length of time that the arbitration proceeding is under way.

The Federal Arbitration Act (“FAA”) shall govern the interpretation, scope, and enforcement of this Agreement. Any and all disputes concerning the interpretation, scope, and enforcement of this Agreement shall be decided exclusively by a Court of competent jurisdiction, and not by the Arbitrator.

Both the College and I explicitly waive any right to a jury trial. I understand that the decision of the Arbitrator will be binding, and not merely advisory. The award of the Arbitrator may be entered as a judgment in any Court having jurisdiction.

I agree that any dispute or claim I may bring shall be brought solely in my individual capacity, and not as a plaintiff or class member in any purported class action, representative proceeding, mass action, consolidated or joint action.

This Agreement does not affect either party's right to seek relief in small claims court for disputes or claims within the scope of the small claims court's jurisdiction.

I may, but need not, be represented by an attorney at arbitration.

Except as specifically required by the laws of the State of California, the fact of and all aspects of this arbitration and the underlying dispute shall remain strictly confidential by the parties, their representatives, and the AAA. I agree that any actual or threatened violation of this provision would result in irreparable harm, and will be subject to being immediately enjoined.

I understand the information about the AAA arbitration process and the AAA Consumer Rules can be obtained at [www.adr.org](http://www.adr.org). I shall disclose this Agreement to the AAA if I file an arbitration.

If any part of this Agreement is declared unenforceable or invalid, it shall be severable and the remainder of this Agreement shall continue to be valid and enforceable.

### ***TRANSFERABILITY OF CREDITS AND CREDENTIALS EARNED AT OUR INSTITUTION***

The transferability of credits you earn at North-West College is at the complete discretion of the institution to which you may seek to transfer. Acceptance of the degree, diploma, or certificate you earn in any of the North West College's educational programs is also at the complete discretion of the institution to which you may seek to transfer. If the credits or degree, diploma, or certificate that you earn from any of the North-West College's educational programs at North-West College 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 North-West College will meet your educational goals. This may include contacting an institution to which you may seek to transfer after attending North-West College to determine if your credits or degree, diploma, or certificate will transfer.

### ***TRANSFER CREDIT POLICY***

At the College's discretion, courses completed and successfully passed at other postsecondary institutions accredited by an agency recognized by the United States Department of Education (ED) or the Council for Higher Education Accreditation (CHEA) may be considered for transfer credit when comparable in scope, content, and learning outcomes to the College's programs. Acceptance of transfer credit is not guaranteed. At a minimum, twenty-five (25) percent of the required curriculum must be completed at the College.

### ***Evaluation of Transfer Credit Including Evaluation Process for Students Interested in the BSN Program***

Students previously enrolled in a college or university accredited by an agency recognized by the United States Department of Education (ED) or the Council for Higher Education Accreditation (CHEA) may submit their academic records to Glendale Career College for review and possible transfer of credit during the enrollment process.

Transfer courses must have been completed within five (5) years prior to admission and no later than two (2) weeks before the program start date. Specific course types are subject to the following evaluation windows:

- Short Form Credentials Occupational Courses: within one (1) year
- Licensure/Certification Occupational Courses: within two (2) years
- Science Courses: within two (2) years
- General Education Courses: within five (5) years

For VA beneficiaries, all postsecondary education and military transcripts must be submitted. Core Prelicensure BSN, ADN, and RN-BSN courses are not eligible for transfer credit except at the College's discretion and only for military personnel and veterans or for Licensed Vocational Nurses (LVNs) applying for the LVN-AP pathway who wish to have their prior knowledge, education, training, or competencies evaluated. A passing grade must have been earned at the transferring institution for transfer credit consideration.

The transfer credit evaluation process includes the following:

1. Students who wish to transfer college credits must submit a completed Transfer Credit Request Form. Submission of this form does not guarantee approval.
2. Students must request that an official transcript and description of the applicable course(s) be sent directly to the Office of the Registrar at Glendale Career College from the transferring institution at least ten (10) business days prior to the program start date. A course syllabus may be required at the College's discretion.
3. Upon review of the transcript and course description, the College, at its discretion, may award transfer credit for equivalent course(s) that are part of the student's program of study at Glendale Career College and for which the student earned a passing grade at the transferring institution.
4. A student with prior applicable experience, training, or education may petition to receive transfer credit through a challenge examination. To receive credit, the student must earn a minimum score of eighty percent (80%).
5. Courses currently in progress or courses taken after the start of the program are not eligible for transfer credit. Transfer credits must comply with residency requirements established by institutional, programmatic, and accrediting bodies.
6. For placement into competitive programs, credits earned at the College may be given priority over transfer credits.
7. Students who are granted transfer credit may receive a corresponding reduction in tuition charges.
8. Granted transfer credit may result in a corresponding reduction in financial aid eligibility based on a reduction in program length.
9. Transfer credits are included in satisfactory academic progress (SAP) measurements as attempted and completed credits but are not included in the cumulative grade point average (GPA).
10. Students will be notified in writing of the outcome of their transfer credit request. Students may appeal the transfer credit decision in writing within ten (10) days of receipt of the College's decision. Appeals must include compelling supporting documentation. The College retains final authority over all transfer credit decisions and appeals.

## **TRANSFER CREDIT POLICY – VETERAN’S ADMINISTRATION (VA) STUDENTS**

North-West College is required to evaluate transfer credit for all students who qualify for Department of Veteran’s Affairs (VA) education benefits. The student must follow the process outlined in the Evaluation of Transfer Credit Policy. This process is mandatory for all students receiving Veteran’s Benefits, even if the student only has military training and no prior college credits.

The College will maintain a record of the transfer credit evaluation in the student’s record. The student’s eligibility for Veteran’s Benefits may be reduced if the student receives transfer credit.

### ***Program Physical Requirements***

Students are required to complete certain health and safety requirements according to individual program needs. Because many students at the College are involved with direct patient care in health care careers, they may be exposed to conditions of high risk and must be protected. Patients must also be protected against potential health risks from students. Individual programs may have clinical or externship requirements that must be met before the first day of the clinical or externship class.

#### **Bachelor of Science in Nursing (RN):**

Students in the Nursing Program are expected to perform the following during their Externship/Clinical Experience:

- Lift up to 50 lbs. individually.
- Full manual dexterity of both upper extremities is required.
- Sustain repetitive movement (CPR compressions, bagging, etc.).
- Strength to pull and push.
- Maintain physical tolerance (stand, bend, walk, and sit for 8-12 hours) in a clinical setting.
- Effectively communicate in English to patients and members of the health team.
- Vision must be within normal limits for monitoring equipment, reading medical data, preparing and administering medications and injections, and performing physical assessments of patients, including subtle color changes.
- One must have normal hearing, with the use of hearing aids being permitted, to perform physical assessments, including listening with a stethoscope for bowel, heart, and lung sounds. Additionally, it is essential to have the ability to hear to detect subtle, yet critical information regarding patient conditions, including alarms, and to communicate effectively with physicians and other professionals involved in patient care.
- One must have a normal sense of smell to detect odors indicating unsafe conditions or changing patient status.
- Drug testing may be required in certain clinical placement situations.

## **STATEMENT OF NON-DISCRIMINATION**

The College does not discriminate in the provision of educational access on the basis of age, race, color, sex, disability, religion, sexual orientation, gender identity or national origin. In addition to the policy information contained in this catalog, please also see the *Non-Discrimination and Anti-Harassment Policy* and *Title IX/Sexual Misconduct Policy*, available at the College's website [glendalecareer.com](http://glendalecareer.com).

## **SECTION 504/ADA AND SPECIAL ACCOMMODATION POLICY**

Pursuant to Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, the College does not discriminate on the basis of disability. The College will provide students with appropriate academic adjustments and auxiliary aids and services that are necessary to afford an individual with a disability an equal opportunity to participate in a school's program, while not creating a fundamental alteration of the academic program or imposing an undue burden.

Applicants and qualified students with disabilities, as defined in Section 504 of the Rehabilitation Act, may request reasonable accommodations and/or auxiliary aids in order to access the College's educational programs. The College will work with the applicant or student to determine whether reasonable accommodations can be effective and/or are available.

If you would like to request academic adjustment or auxiliary aids, please contact the Campus Director. You may request academic adjustments or auxiliary aids at any time. The Campus Director is responsible for coordinating compliance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990.

Any qualified individual with a disability requesting an accommodation or auxiliary aid or service should:

1. Notify the Campus Director, in writing, of the type of accommodation needed, date needed, documentation of the nature and extent of the disability, and of the need for the accommodation or auxiliary aid. The request should be made at least four weeks in advance of the date needed. You may contact the Campus Director by telephone at 858-715-1120.
2. The Campus Director will respond within two (2) weeks of receiving the request.
3. A request for reconsideration of the decision regarding denial of a requested accommodation should be submitted to the Campus Director within five (5) business days of receipt of the accommodation decision. The request for reconsideration should include a written explanation as to why and how you think the response should be modified.

## ***Title IX / Sexual Harassment Policy***

### **PART 1: DEFINITIONS, RESOURCES, AND POLICY OVERVIEW**

#### **I. INTRODUCTION**

##### **A. Notice of Nondiscrimination and Policy on Statement on Sexual Harassment**

The health, safety, and well-being of all members of the North-West College, Glendale Career College, and Nevada Career Institute (“College/Institute”) community are the College’s/Institute’s primary concerns. In accordance with Title IX of the Education Amendments of 1972 (“Title IX”), its implementing regulations at 34 CFR §106, and the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act (the “Clery Act”), as amended by the Violence Against Women Act/Campus Sexual Violence Act (“Campus SaVE Act”), and other applicable state, federal and local laws, the College/Institute is committed to maintaining a community free from all forms of sex discrimination, including sexual harassment, as defined in 34 CFR §106 (et seq.). In accordance with Title IX, the College/Institute does not discriminate on the basis of sex in its education programs and activities, and the College/Institute is required by Title IX and 34 CFR §106 not to discriminate in such a manner. This requirement extends to admissions and employment. Inquiries about the application of Title IX and this part may be referred to the Title IX Coordinator, to the Assistant Secretary of the U.S. Department of Education, or both. Under Title IX, discrimination on the basis of sex includes sexual harassment, which includes sexual violence.

Sexual harassment includes a broad range of behaviors that will not be tolerated in the College’s/Institute’s education programs or activities. The federal rules governing Title IX define sexual harassment broadly to include any of three types of misconduct on the basis of sex, all of which jeopardize the equal access to education Title IX is designed to protect:

- Any instance of quid pro quo harassment by a school's employee.
- Any unwelcome conduct that a reasonable person would find so severe, pervasive, and objectively offensive that it denies a person equal educational access; or.
- Any instance of sexual assault (as defined in the Clery Act), dating violence, domestic violence, or stalking as defined in the Violence Against Women Act (VAWA).

Sexual harassment can occur between strangers, acquaintances, or people who know each other well, including those who are involved in an intimate or sexual relationship, and can be committed by anyone regardless of sex, gender, or gender identity. The College/Institute does not tolerate any form of sexual harassment.

Questions regarding Title IX and the Campus SaVE Act may be referred to the College’s/Institute’s Title IX Coordinator or to the U.S. Department of Education’s Office for Civil Rights.

## **B. The Title IX Coordinator**

The College's/Institute's designated Title IX Coordinator is:

Title IX Coordinator:

Serjik Kesachekian

Chief Compliance Officer

2101 West Garvey Avenue, North

West Covina, CA 91790

626-251-1078

[SerjikK@Success.edu](mailto:SerjikK@Success.edu)

The Title IX Coordinator's responsibilities include, but are not limited to:

- Communicating with all members of the College/Institute community regarding Title IX and VAWA, and providing information about how individuals may access their rights.
- Reviewing applicable College/Institute policies to ensure institutional compliance with Title IX and VAWA.
- Monitoring the College's/Institute's administration of its own applicable policies, including this policy and the College's/Institute's Non-Discrimination and Anti-Harassment Policy and all related record keeping, timeframes, and other procedural requirements.
- Conducting or coordinating training regarding Title IX, VAWA, and prohibited conduct defined in this policy and related policies.
- Responding to any report or Formal Complaint regarding conduct that violates this policy. For any report of which the College/Institute has actual knowledge (and any Formal Complaint), the Title IX Coordinator shall oversee and implement the explanation and provision of any supportive measures. For any Formal Complaint, the Title IX Coordinator oversees the investigation and resolution of such alleged misconduct, directs the provision of any additional supportive measures, and monitors the administration of any related appeal.

The Title IX Coordinator may delegate certain responsibilities under this policy to designated administrators, who will be appropriately trained.

## **C. Definitions within the Policy**

**Actual knowledge** means notice of sexual harassment or allegations of sexual harassment to the College's/Institute's Title IX Coordinator or to a Campus/Executive Director.

**Complainant** means an individual who is alleged to be the victim of conduct that could constitute sexual harassment.

**Bystander** means a person who observes a crime, impending crime, conflict, potentially violent or violent behavior or conduct that is in violation of rules or policies of the College/Institute.

**Confidentiality** may be offered by an individual who is not required by law to report known incidents of sexual assault or other crimes to institution officials, in a manner consistent with state and federal law.

**Consent** must be affirmative. Consent means a knowing, voluntary, and mutual decision among all participants to engage in sexual activity. Consent can be given by words or actions, as long as those words or actions create clear permission regarding willingness to engage in sexual activity. Silence or lack of resistance, in and of itself, does not demonstrate consent. The

definition of consent does not vary based upon a participant's sex, sexual orientation, gender identity, or gender expression.

- Consent to any sexual act or prior consensual activity between or with any party does not necessarily constitute consent to any other sexual act.
- Consent is required regardless of whether the person initiating the act is under the influence of drugs and/or alcohol.
- Consent may be initially given but withdrawn at any time.
- Consent cannot be given when a person is incapacitated.
- Consent cannot be given when it is the result of any coercion, intimidation, force, or threat of harm.
- When consent is withdrawn or can no longer be given, sexual activity must stop.

In **California**, and for the purposes of the College's/Institute's Title IX/Sexual Harassment Policy at its California campuses, an **Affirmative Consent** standard is applied to allegations of sexual harassment. That term is defined in the California Education Code §67386 as follows:

*1) An affirmative consent standard is the determination of whether consent was given by both parties to sexual activity. "Affirmative consent" means affirmative, conscious, and voluntary agreement to engage in sexual activity. It is the responsibility of each person involved in the sexual activity to ensure that he or she has the affirmative consent of the other or others to engage in the sexual activity. Lack of protest or resistance does not mean consent, nor does silence mean consent. Affirmative consent must be ongoing throughout a sexual activity and can be revoked at any time. The existence of a dating relationship between the persons involved, or the fact of past sexual relations between them, should never by itself be assumed to be an indicator of consent.*

*(2) A policy that, in the evaluation of complaints in any disciplinary process, it shall not be a valid excuse to alleged lack of affirmative consent that the accused believed that the complainant consented to the sexual activity under either of the following circumstances:*

*(a) The accused's belief in affirmative consent arose from the intoxication or recklessness of the accused.*

*(b) The accused did not take reasonable steps, in the circumstances known to the accused at the time, to ascertain whether the complainant affirmatively consented.*

*(3) A policy that the standard used in determining whether the elements of the complaint against the accused have been demonstrated is the preponderance of the evidence.*

*(4) A policy that, in the evaluation of complaints in the disciplinary process, it shall not be a valid excuse that the accused believed that the complainant affirmatively consented to the sexual activity if the accused knew or reasonably should have known that the complainant was unable to consent to the sexual activity under any of the following circumstances:*

*(a) The complainant was asleep or unconscious.*

*(b) The complainant was incapacitated due to the influence of drugs, alcohol, or medication, so that the complainant could not understand the fact, nature, or extent of the sexual activity.*

*(c) The complainant was unable to communicate due to a mental or physical condition.*

**Formal Complaint** means a document filed by a complainant or signed by the Title IX Coordinator alleging sexual harassment against a respondent and requesting that the

College/Institute investigate the allegation of sexual harassment. At the time of filing a Formal Complaint, a complainant must be participating in or attempting to participate in the education program or activity of the College/Institute with which the Formal Complaint is filed. A Formal Complaint may be filed with the Title IX Coordinator in person, by mail, or by electronic mail, by using the contact information listed for the Title IX Coordinator. As used here, the phrase “document filed by a complainant” means a document or electronic submission (such as by email) that contains the complainant’s physical or digital signature, or otherwise indicates that the complainant is the person filing the Formal Complaint.

**Incapacitation** (or incapacity), for purposes of this policy, is the state in which an individual’s perception or judgment is so impaired that the individual lacks the cognitive capacity to make or act on conscious decisions. The use of drugs or alcohol can cause incapacitation. An individual who is incapacitated is unable to consent to a sexual activity. Engaging in sexual activity with an individual who is incapacitated (and therefore unable to consent), where an individual knows or ought reasonably to have understood that the individual is incapacitated, constitutes Title IX Sexual Harassment as defined by this policy.

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

**Retaliation** mean taking any adverse action or attempting to take adverse action, including intimidating, threatening, coercing, or in any way discriminating against an individual for the purpose of interfering with any right or privilege secured by Title IX or this policy, or because the individual has made a report or complaint, testified, assisted, or participated or refused to participate in any manner in an investigation, proceeding, or hearing.

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

- (1) An employee of the College/Institute conditioning the provision of an aid, benefit, or service of the College/Institute on an individual’s participation in unwelcome sexual conduct;
- (2) Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the College’s/Institute’s education program or activity; or
- (3) one of the following offenses:
  - (a) “Sexual assault” means an offense classified as a forcible or nonforcible sex offense under the uniform crime reporting system of the Federal Bureau of Investigation. Forcible sex offenses means any sexual act directed against another person, without the consent of the victim, including instances where the victim is incapable of giving consent; these offenses include:
    - Rape: The carnal knowledge of a person, without the consent of the victim, including instances where the victim is incapable of giving consent because of their age or because of their temporary or permanent mental or physical incapacity;
    - Sodomy: Oral or anal sexual intercourse with another person, without the consent of the victim, including instances where the victim is incapable of giving consent because of their age or because of their temporary or permanent mental or physical incapacity;
    - Sexual Assault with an Object: To use an object or instrument to unlawfully penetrate, however slightly, the genital or anal opening of the body of another person, without the consent of the victim, including instances where the victim is incapable of giving consent because of their age or because of their temporary or permanent mental or physical incapacity;

- Fondling: The touching of the private body parts of another person for the purpose of sexual gratification, without the consent of the victim, including instances where the victim is incapable of giving consent because of their age or because of their temporary or permanent mental or physical incapacity;

Nonforcible Sex Offenses (Except Prostitution Offenses) means unlawful, nonforcible sexual intercourse; these offenses include:

- Incest: Sexual intercourse between persons who are related to each other within the degrees wherein marriage is prohibited by law; or
- Statutory Rape: Sexual intercourse with a person who is under the statutory age of consent.

(b) “Dating violence” means violence committed by a person—  
 (i) who is or has been in a social relationship of a romantic or intimate nature with the  
 the victim; and (ii) where the existence of such a relationship shall be determined based on a consideration of the following factors:

- The length of the relationship.
- The type of relationship.
- The frequency of interaction between the persons involved in the relationship.

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

(d) “Stalking” means engaging in a course of conduct directed at a specific person that would cause a reasonable person to—(i) fear for his or her safety or the safety of others; or (ii) suffer substantial emotional distress.

**Supportive measures** means nondisciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant or the respondent before or after the filing of a Formal Complaint or where no Formal Complaint has been filed. Such measures are designed to restore or preserve equal access to the education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or the College’s/Institute’s educational environment, or deter sexual harassment. Supportive measures may include counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, campus escort services, mutual restrictions on contact between the parties, changes in work or housing locations, leaves of absence, increased security and monitoring of certain areas of the campus, and other similar measures. The College/Institute must maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair the ability of the College/Institute to provide the supportive measures. The Title IX Coordinator is responsible for coordinating the effective implementation of supportive measures.

**Third party** refers to any individual who is not a College/Institute student, a faculty member, or a staff member (e.g., vendors, alumni/ae, or local residents).

**Witness** refers to any individual who shares information relating to an allegation of prohibited conduct under this policy.

#### **D. Scope of Policy**

This policy governs sexual harassment involving persons in the United States, and applies regardless of sex, race, national origin, disability, part-time/fulltime status, sexual orientation, gender identity, or other protected status.

Under Title IX, the College/Institute must respond when sexual harassment occurs in the school's education program or activity, against a person in the United States. "Education program or activity" includes locations, events, or circumstances over which the College/Institute exercises substantial control over both the respondent and the context in which the sexual harassment occurred, and also includes any building owned or controlled by a student organization that is officially recognized by the College/Institute. Title IX applies to all of a school's education programs or activities, whether such programs or activities occur on campus or off campus.

Complaints of discrimination or harassment on the basis of sex that do not involve Title IX-defined sexual harassment, or do not otherwise meet the Title IX threshold for investigation, are governed by the College's/Institute's Non-Discrimination and Anti-Harassment Policy contained in the College's/Institute's catalog.

#### **E. Rights of the Complainant and Respondent**

1. The complainant may make a report to local law enforcement and/or state police;
2. The complainant will have reports of Sexual Harassment treated seriously;
3. The complainant will have the right to make a decision about whether or not to disclose a crime or violation and participate in the investigation and hearing process and/or criminal justice process free from pressure from the College/Institute;
4. Both parties will be provided a process that is fair, impartial, and provides adequate notice and a meaningful opportunity to be heard;
5. The complainant will be treated with dignity and to receive from the College/Institute courteous, fair, and respectful referral to health care and counseling services, where available;
6. The complainant will be free from any suggestion that s/he is at fault when these crimes and violations are committed, or should have acted in a different manner to avoid such crimes or violations;
7. The complainant will be asked to describe the incident with as few College/Institute representatives as practicable and not be required to unnecessarily repeat a description of the incident;
8. Both parties will be protected from retaliation by the College/Institute, any student, and/or their friends, family and acquaintances within the jurisdiction of the College/Institute;
9. Both parties may be accompanied by an advisor of choice who may assist and advise a complainant or respondent throughout the grievance process, including during all meetings and hearings related to such process;
10. Both parties may exercise civil rights and practice of religion without interference by the investigative, criminal justice or judicial or conduct process of the College/Institute;
11. Both parties will be informed of the outcome of the College's/Institute's investigation;
12. All members of the College/Institute community may obtain information about health and counseling support resources from the College's/Institute's Title IX Coordinator.

Local community resources include:

<b>Agency</b>	<b>Location</b>	<b>Telephone Number</b>
<b>California</b>		
Rape Crisis Center	7116 Sophia Ave. Van Nuys, CA 91406	818-886-0453
Sexual Assault Crisis Agency	1703 Termino Ave. Long Beach, CA 90804	562-494-5046
Riverside Area Rape Crisis Center	1845 Chicago Ave, Suite A Riverside, CA 92507	951-686-7273
Project S.I.S.T.E.R.	PO Box 1369 Pomona, CA 91769	909-626-4357
Glendale Adventist Medical Center	1509 Wilson Terrace Glendale, CA 91206	818-409-8027
Alliance Against Family Violence & Sexual Assault	1921 19 <sup>th</sup> Street Bakersfield, CA 93301	661-322-9199
Foothill Family Services – West Covina	1215 West Covina Pkwy, Suite 200 West Covina, CA 91790	626-338-9200
Center For Community Solutions/Rape Crisis Center	4508 Mission Bay Dr. San Diego, CA 92109	858-272-5777
<b>Nevada</b>		
Community Action Against Rape (CARR)–Rape Crisis Center	6375 West Charleston Blvd., W1B Las Vegas, NV 89146	702-385-2153
Mental Health Services for Children & Adults	6600 W. Charleston Blvd., #140 Las Vegas, NV 89146	702-437-4673
<b>Utah</b>		
Rape Recovery Center	2035 South 1300 East, Salt Lake City, UT 84105	801-467-7282

13. Both parties will be notified of options for changing academic, living, transportation, and working situations;
14. The complainant may report the incident to the College's/Institute's Title IX Coordinator using any of the published contact methods, including during non-business hours;
15. Both parties will be provided a prompt, impartial, and thorough investigation of the complaint in accordance with this policy;
16. Both parties will be informed of the importance of preserving evidence;
17. Both parties will be provided confidentiality in accordance with this policy.

## **II. RESOURCES AND REPORTING OPTIONS FOR VICTIMS OF SEXUAL HARASSMENT**

### **A. Immediate Medical Assistance and Counseling**

If you or someone you know is or may be the victim of any form of sexual assault, the College/Institute strongly urges you to seek immediate assistance. Assistance is available 24 hours a day, 7 days a week, from the local police and Emergency Assistance—call 911, and from the following:

<b>Hospital</b>	<b>Location</b>	<b>Telephone Number</b>
<b>California</b>		
Glendale Adventist Medical Center	1509 Wilson Terrace Glendale, CA 91206	818-409-8202
UC Irvine Medical Center	101 The City Drive South Orange, CA 92868	714-456-7890

Queen of the Valley Hospital	1115 S. Sunset Ave. West Covina, CA 91790	626-962-4011
Pomona Valley Hospital	1798 N. Garey Ave. Pomona, CA 91767	909-865-9500
Riverside County Regional Medical Center	26520 Cactus Ave. Moreno Valley, CA 92555	951-486-4000
Alvarado Hospital Medical Center	6655 Alvarado Rd. San Diego, CA 92120	619-287-3270
Adventist Health Bakersfield	2615 Chester Ave. Bakersfield, CA 93301	661-395-3000
<b>Nevada</b>		
University Medical Center	1800 W. Charleston Blvd. Las Vegas, NV 89102	702-383-2000
<b>Utah</b>		
The University of Utah	201 Presidents Circle, Salt Lake City, UT 84112	801-581-7200

### **B. College Counseling Resources**

The College/Institute does not offer campus based counseling resources. However, whether or not an official complaint of sexual harassment is made, students may be referred to various community counseling options.

### **C. Reporting Options:**

For complainants who wish to make a Formal Complaint, s/he should contact the Title IX Coordinator using the contact information provided in this report, or report it to a Campus/Executive Director who will coordinate a report with the Title IX Coordinator. A complainant is always free to reach out to a faculty member, program director, or other administrator regarding sexual harassment allegations, but doing so will not be considered “notice” of a Formal Complaint. If a student requests to make a Formal Complaint to one of these employees, s/he will be referred to the Title IX Coordinator.

## **III. REPORTING OF INCIDENTS OF SEXUAL HARASSMENT**

### **A. Law Enforcement Notification**

If you are the victim of sexual assault, the College/Institute strongly encourages you to promptly report the incident to the police. Timing is a critical factor in collecting and preserving evidence that may assist in proving that the alleged assault occurred, or may be helpful in obtaining a protection or restraining order from the police. College/Institute representatives are available to assist you in notifying law enforcement of an incident of sexual assault and in contacting law enforcement or legal service organizations to learn about these remedies. You may also decline to notify law enforcement.

### **B. College Notification**

The College/Institute is committed to providing a prompt, fair, and impartial investigation and resolution to all allegations of sexual harassment. Therefore, the College/Institute also encourages the reporting of sexual harassment to the College/Institute Title IX Coordinator in a timely manner. Any incident of sexual harassment reported to another College/Institute employee, other than the Campus Director, as set forth herein, will not be reported to the Title IX Coordinator unless the complainant requests to be referred to him/her for a Formal Complaint.

When the Title IX Coordinator receives a report of sexual harassment, the Title IX Coordinator will confidentially and promptly contact the complainant and provide the complainant with an explanation of his or her rights and options, including the availability of supportive measures and the process for filing a Formal Complaint, if one has not been filed. The Title IX Coordinator will also discuss the complainant's wishes regarding supportive measures, regardless of whether a Formal Complaint is filed. The College/Institute will also provide information regarding existing counseling, health, mental health, victim advocacy, legal assistance, and other services available for victims in the community.

The complainant reserves the right to withdraw a complaint or his/her involvement in the College's/Institute's investigation or resolution process at any time. However, in such instances the College's/Institute's ability to respond will be limited and Title IX may, nevertheless, require the College/Institute to complete the investigation processes for the safety of the campus community.

### **C. Reports of Sexual Harassment from Someone Other than Complainant**

If the College/Institute receives a report of alleged sexual harassment by someone other than the complainant (e.g., friend or roommate, resident advisor) or from an anonymous source, the College's/Institute's Title IX Coordinator will promptly notify the Complainant of the report, inform the complainant of the available resources and assistance, and will follow the process outlined in this policy.

### **D. Time for Reporting**

There is no time limit for reporting sexual harassment. Nevertheless, any member of the College/Institute community who believes that he or she has been a victim of sexual harassment is encouraged to report the alleged sexual harassment immediately in order to maximize the College's/Institute's ability to obtain evidence and conduct a thorough, impartial, and reliable investigation.

Under no circumstances will the College/Institute allow an impending graduation to compromise its resolution of a sexual harassment complaint. The conferral of a degree or diploma may, therefore, be withheld, if necessary, until proper resolution of any sexual harassment allegations, provided that a hearing opportunity be scheduled for the earliest practical date that can accommodate the parties and their witnesses.

### **E. Confidentiality**

The College/Institute understands that confidentiality is a primary concern when making a report of sexual harassment. However, certain College/Institute employees are required by state and federal law to share information from a report of sexual harassment within the College/Institute or governmental agencies. However, College/Institute employees who cannot guarantee confidentiality will maintain the privacy of the reporting individual to the greatest extent possible. The information that the reporting individual provides to a non-confidential resource will be relayed only to the Title IX Coordinator to investigate and/or seek a resolution only if the complainant makes that request and files a Formal Complaint. When reporting crimes for the purposes of Clery Act compliance, the College/Institute will not release identifying information regarding the victim.

*Confidentiality Rights of Complainants and Respondents.* While complainants, respondents, and witnesses involved in the grievance process under this policy are strongly encouraged to exercise discretion in sharing information in order to safeguard the integrity of the process and to avoid the appearance of retaliation, complainants and respondents are not restricted from discussing the allegations under investigation.

Medical, psychological, and similar treatment records are privileged and confidential documents that cannot be accessed or used for a grievance process under this policy without the relevant party's voluntary, written consent.

### **1. Professional and Pastoral Counselors**

The College/Institute does not offer professional, licensed counselors, or pastoral counselors (ordained clergy).

### **2. Other College/Institute Employees**

Under this policy, other than the Title IX Coordinator, the only College/Institute employee who has the authority to redress sexual harassment, and thus has a duty to report incidents of sexual harassment, is the Campus/Executive Director. If a report of sexual harassment is made to the Campus/Executive Director, s/he must report all relevant details about the alleged sexual harassment shared in the report to the Title IX Coordinator. The Director will strive to maintain privacy and information reported, including the identities of the parties, will be shared only with those having a need to know such information in order to respond in accordance with College/Institute policy, and in compliance with the Family Education Rights and Privacy Act (FERPA).

If a complainant files a Formal Complaint but wishes to remain anonymous or requests that no investigation into the incident be conducted, the College/Institute will weigh that request against the College's/Institute's obligation to provide a safe, nondiscriminatory environment for all members of the College/Institute community, including the complainant. In certain circumstances, the College/Institute may not be able to honor a complainant's request when doing so would jeopardize the College's/Institute's responsibility to provide a safe, non-discriminatory environment. The Title IX Coordinator is designated to evaluate the complainant's request and make the final determination.

### **F. College Amnesty Policy**

The health and safety of every student at the College/Institute is of utmost importance. The College/Institute recognizes that students who have been drinking and/or using drugs (whether such use is voluntary or involuntary) may be hesitant to report such incidents due to fear of potential consequences for their own conduct. The College/Institute strongly encourages students to report sexual harassment to College/Institute officials. A bystander acting in good faith or reporting individual acting in good faith that discloses an incident of sexual harassment to College/Institute officials or law enforcement will not be subject to the College/Institute Code of Conduct for violations of alcohol and/or drug use policies occurring at or near the time of the incident.

### **G. Supportive Measures**

Supportive measures are nondisciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant or the respondent before or after the filing of a Formal Complaint or where no Formal Complaint has been filed. Such measures are designed to restore or preserve equal access to the College's/Institute's education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or the College's/Institute's educational environment and campus community, or deter sexual harassment. Supportive measures may include counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, campus escort services, mutual restrictions on contact between the parties, changes in work or housing locations, leaves of absence, increased security and monitoring of certain areas of the campus, and other similar measures.

The College/Institute will maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair the ability of the College/Institute to provide the supportive measures.

Requests for supportive measures should be made to the College's/Institute's Title IX Coordinator. The Title IX Coordinator is responsible for coordinating the effective implementation of supportive measures. The College/Institute will provide supportive measures, provided they are reasonable and available, regardless of whether the complainant chooses to report the crime to law enforcement, or make a Formal Complaint.

#### **H. Anti-Retaliation Policy**

The College/Institute prohibits retaliation against an individual for the purpose of interfering with any right or privilege secured by Title IX or this policy, or because the individual has made a report or complaint, testified, assisted, or participated or refused to participate in any manner in an investigation, proceeding, or hearing. Retaliation should be reported promptly to the College's/Institute's Title IX Coordinator. Reports of retaliation will be investigated in accordance with the appropriate College/Institute policy.

### **PART 2: PROCEDURES FOR RESPONDING TO A COMPLAINT OF SEXUAL HARASSMENT**

The College/Institute is committed to providing a prompt, fair, and impartial investigation and resolution of all allegations of sexual harassment. Incidents of sexual harassment should be reported to the College's/Institute's Title IX Coordinator. Any incident of sexual harassment reported to the Campus/Executive Director will be reported to the Title IX Coordinator.

#### **I. INITIAL STEPS**

##### **A. Initial Report**

Upon notice of any allegation of sexual harassment, the Title IX Coordinator or his or her designee will reach out to the complainant. At that time, the Title IX Coordinator or his or her designee will provide the complainant with a general understanding of this policy for reports of student sexual harassment, and identify forms of support or immediate assistance available to the complainant (e.g., referrals to appropriate law enforcement agencies, referrals for medical treatment at local hospitals and trauma centers), discuss any supportive measures that may be appropriate concerning the complainant's academic schedule and/or College/Institute employment arrangements, as well as the College's/Institute's Grievance Process.

##### **B. Formal Complaint**

If the complainant wishes to proceed with filing a Formal Complaint, the College/Institute will promptly respond, providing the following information to both the complainant and the respondent:

- (1.) Notice of the College's/Institute's grievance process, including any informal resolution process.
- (2.) Notice of the allegations of sexual harassment potentially constituting sexual harassment as defined in Title IX/34 CFR §106.30, including sufficient details known at the time and with sufficient time to prepare a response before any initial interview. The written notice will:
  - Include a statement that the respondent is presumed not responsible for the alleged conduct and that a determination regarding responsibility is made at the conclusion of the grievance process.

- Inform the parties that they may have an advisor of their choice, who may be, but is not required to be, an attorney, and may inspect and review evidence collected as part of the investigation.
- Inform the parties of the College's/Institute's Code of Conduct, which prohibits knowingly making false statements or knowingly submitting false information during the grievance process.

The College/Institute seeks to resolve every report of sexual harassment within a reasonable period of time following the Formal Complaint, excluding any appeal. The College/Institute may extend any time frame for good cause, provided the complainant and respondent are given a written explanation as to the reason for such extension.

After issuing the notices outlined above, the Title IX Coordinator or his/her designee will schedule an individual intake meeting with each party.

## **II. INFORMAL RESOLUTION PROCESS**

Subject to the consent of the parties and the approval of the Title IX Coordinator, the College/Institute permits informal resolution processes in cases in which a Formal Complaint has been filed with the Title IX Coordinator. Subject to approval by the Title IX Coordinator, the informal resolution process is available in matters involving a student complainant and a student respondent as well as in matters involving a faculty/staff complainant and a faculty/staff respondent; the informal resolution process is not available in matters involving a student and an employee.

The informal resolution process is a voluntary, remedies-based process designed to provide parties with an option to resolve disputes with other students in a forum that is separate and distinct from the College's/Institute's formal grievance processes under the Title IX Sexual Harassment Policy. The purpose of the informal resolution process is to address the conduct that has been reported by the complainant, and place the parties in a position to pursue their academic and non-academic interests in a safe, respectful, and productive educational and working environment. Under this process, there will be no disciplinary action taken against a respondent, and the resolution will not appear on the respondent's disciplinary record.

The College/Institute may facilitate the informal resolution process prior to conducting a hearing. Before the informal resolution process is used, both parties must provide voluntary, written consent to the informal resolution process and must receive written notice disclosing: the allegations, the requirements of the informal resolution process (including the circumstances under which it precludes the parties from resuming a Formal Complaint arising from the same allegations), and any outcomes resulting from participating in the informal resolution process (including the records that will be maintained or could be shared). At any time prior to agreeing to a resolution, any party has the right to withdraw from the informal resolution process and resume the grievance process with respect to the Formal Complaint.

The College/Institute will not require as a condition of enrollment or continuing enrollment, or employment or continuing employment, or enjoyment of any other right, waiver of the right to an investigation and adjudication of Formal Complaints of Title IX sexual harassment. Similarly, the College/Institute will not require, encourage, or discourage the parties from participating in the informal resolution process. The College/Institute will not offer the informal resolution process unless a Formal Complaint is filed.

### **III. FORMAL RESOLUTION—GENERAL TERMS**

The College/Institute is committed to providing a prompt and impartial investigation and adjudication of all Formal Complaints alleging violations of this policy. During the grievance process, both parties (complainant and respondent) have equal rights to participate.

#### **A. Conflict of Interest**

All individuals who have responsibilities in administering the grievance process under this policy must be free of any conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent and will be trained as provided by federal regulations. Parties will be notified at the appropriate junctures of the identities of the individuals serving as investigators, Hearing Panel members, and Appeal Panel members. A party who has concerns that one or more of the individuals performing one of the aforementioned roles has conflicting interest or is biased must report those concerns to the Title IX Coordinator within 48 hours of being notified of their identities and include a brief explanation of the basis for the conflict or bias concern. The Title IX Coordinator will assess the allegations of conflict or bias to determine whether the identified individual(s) can fulfill their duties in an impartial way. If the Title IX Coordinator concludes the facts and circumstances support the claim of conflict or bias, the pertinent individual(s) will not participate in the case.

#### **B. Responsibility to Review Reports and Formal Complaints**

In order to protect the safety of the campus community, the Title IX Coordinator may review reports of violations of this policy even absent the filing of a Formal Complaint, or under certain circumstances, even if a Formal Complaint has been withdrawn. The Title IX Coordinator may need to themselves file a Formal Complaint and proceed with an investigation even if a complainant specifically requests that the matter not be pursued. In such a circumstance, the Title IX Coordinator will take into account the complainant's articulated concerns, the best interests of the College/Institute community, fair treatment of all individuals involved, and the College's/Institute's obligations under Title IX.

Proceedings under this policy may be carried out prior to, simultaneously with, or following civil or criminal proceedings off campus. Neither a decision by law enforcement regarding prosecution nor the outcome of any criminal proceeding will be considered determinative of whether a violation of this policy has occurred.

#### **C. Presumption of Good Faith Reporting**

The College/Institute presumes that reports of prohibited conduct are made in good faith. A finding that the alleged behavior does not constitute a violation of this policy or that there is insufficient evidence to establish that the alleged conduct occurred as reported does not mean that the report was made in bad faith.

#### **D. Presumption of Non-Responsibility**

The respondent is presumed to be not responsible for the alleged conduct unless and until a determination regarding responsibility is made at the conclusion of the grievance process.

#### **E. Honesty and Cooperation during Grievance Process**

The College/Institute expects all members of the campus community to be honest and cooperative in their official dealings with the College/Institute under this policy. In this regard, individuals are expected to acknowledge requests from College/Institute officials for information in a timely fashion and to make themselves available for meetings with College/Institute officials or any officials acting on behalf of the College/Institute; any student or member of the faculty or staff who fails to do so may be subject to discipline. However, parties and witnesses may

choose not to attend the hearing or may choose not to participate in cross examination at the hearing.

#### **F. Advisers**

Throughout the grievance process, each party may have an adviser of their choice; parties may change their adviser at any time during the grievance process. An adviser is an individual chosen by a complainant or a respondent to provide guidance during the grievance process. An adviser may be a member or non-member of the College/Institute community, and may be an attorney.

The role of the adviser is narrow in scope: the adviser may attend any interview or meeting connected with the grievance process, but the adviser may not actively participate in interviews and may not serve as a proxy for the party. The adviser may attend the hearing and may conduct cross-examination of the other party and any witnesses at the hearing; otherwise, the adviser may not actively participate in the hearing.

Any individual who serves as an adviser is expected to make themselves available for meetings and interviews throughout the investigation process, as well as the hearing, as scheduled by the College/Institute. The College/Institute (including any official acting on behalf of the College/Institute, such as an investigator or a hearing panelist) has the right at all times to determine what constitutes appropriate behavior on the part of an adviser and to take appropriate steps to ensure compliance with this policy.

#### **G. Prior Sexual Behavior**

The complainant's predisposition or prior sexual behavior are not relevant and will not be used during the grievance process, unless offered to prove that someone other than the respondent committed the conduct alleged by the complainant, or if the questions and evidence concern specific incidents of the complainant's prior sexual behavior with respect to the respondent and are offered to prove consent.

#### **H. Consolidation**

The Title IX Coordinator has the discretion to consolidate multiple Formal Complaints as to allegations of Title IX sexual harassment against more than one respondent, or by more than one complainant against one or more respondents, or by one party against the other party, where the allegations of Title IX sexual harassment arise out of the same facts or circumstances.

#### **I. Emergency Removal**

In connection with this policy, whether or not a grievance process is underway, the College/Institute may summarily remove an individual from an education program or activity on an emergency basis, after undertaking an individualized safety and risk analysis, and upon the determination that the individual poses an immediate threat to the physical health or safety of any student or other individual (including themselves, the respondent, the complainant, or any other individual). In these situations, the College/Institute will provide the individual with notice and an opportunity to challenge the decision immediately following the removal.

### **IV. INVESTIGATION AND ADJUDICATION**

#### **A. Timing**

The College/Institute will seek to complete the investigation and adjudication within ninety (90) business days after the investigators' first interview of the complainant. Timeframes for all phases of the grievance process, including the investigation, the hearing, and any related appeal, apply equally to both parties.

There may be circumstances that require the extension of time frames for good cause. Time frames may be extended to ensure the integrity and completeness of the investigation or adjudication, comply with a request by external law enforcement, accommodate the absence of a party, adviser, or witness, or for other legitimate reasons, including the complexity of the investigation and the severity and extent of the alleged misconduct. The College/Institute will notify the parties in writing of any extension of the time frames for good cause, and the reason for the extension.

In accordance with College/Institute policy, the College/Institute will review requests for language assistance and accommodation of disabilities throughout the investigation and adjudication process.

Although cooperation with law enforcement may require the College/Institute to temporarily suspend the fact-finding aspect of an investigation, under such circumstances, the College/Institute will promptly resume its investigation as soon as it is notified by the law enforcement agency that the agency has completed the evidence gathering process. The College/Institute will not, however, wait for the conclusion of a criminal proceeding to begin its own investigation and, if needed, will take immediate steps to provide supportive measures for the complainant or respondent. Neither a decision by law enforcement regarding prosecution nor the outcome of any criminal proceeding will be considered determinative of whether a violation of this policy has occurred.

## **B. Investigation**

If the Title IX Coordinator has determined, following an initial assessment, that an investigation is appropriate, the Title IX Coordinator will refer the matter for investigation.

### **1. Notice of Investigation**

Following the receipt and review of the Formal Complaint by the Title IX Coordinator, and it being determined that the matter properly falls under this Title IX/Sexual Harassment policy, the parties will be informed in writing of the initiation of the investigation. The written information shall include:

- The identities of the parties, if known.
- A concise summary of the alleged conduct at issue (including when and where it occurred, if known).
- Notice of the allegations potentially constituting Title IX Sexual Harassment.
- A statement that the respondent is presumed not responsible and that a determination regarding responsibility is made at the conclusion of the grievance process.
- A statement informing the parties that they may have an adviser of their choice, who may be, but is not required to be, an attorney.
- A statement informing the parties that they may request to inspect and review evidence.
- A statement informing the parties that knowingly making false statements or knowingly submitting false information during the grievance process may constitute a violation of College/Institute policy.
- Information regarding the applicable grievance procedures, including the informal resolution process.
- If, during the investigation, additional information is disclosed that may also constitute prohibited conduct under this policy, the respondent and complainant will be informed in writing that such additional information will be included in the grievance process.

## **2. Collection of Evidence**

The investigator will collect information from each party. While the complainant and the respondent are not restricted from gathering and presenting relevant evidence, the investigator is responsible for gathering relevant evidence to the extent reasonably possible. However, each party will be given an equal opportunity to suggest witnesses; provide other relevant information, such as documents, communications, photographs, and other evidence; and suggest questions to be posed to the other party or witnesses. Parties and witnesses are expected to provide all available relevant evidence to the investigator during the investigation. If a party or witness fails to provide available relevant evidence during the investigation, such evidence may, at the discretion of the Hearing Panel, be excluded from consideration at the hearing. While parties are not restricted from presenting information attesting to the parties' character, such evidence generally is not considered relevant.

The investigator will provide to a party written notice of the date, time, location, participants, and purpose of all investigative interviews to which they are invited or expected, with sufficient time for the party to prepare to participate.

Parties will be interviewed separately and will be interviewed by the investigator. The investigator will interview witnesses as necessary and may, at their discretion, delegate witness interviews to other investigators. The investigator will record all interviews, or notes of the interviews will be taken by the investigator. Any other recording of interviews is prohibited and violations may result in discipline.

In general, a party's medical and counseling records are confidential. The investigator will not access, consider, disclose, or otherwise use a party's records that are made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in the professional's or paraprofessional's capacity, or assisting in that capacity, and which are made and maintained in connection with the provision of treatment to the party, unless the investigators obtain that party's voluntary, written consent to do so.

The investigators will not require, allow, rely upon, or otherwise use questions or evidence that constitute, or seek disclosure of, information protected under a legally recognized privilege (e.g., attorney-client, doctor-patient), unless the individual holding such privilege has waived the privilege.

## **3. Case File**

After each party has been interviewed and had the opportunity to identify witnesses and other potentially relevant information and evidence, and the investigator has completed any witness interviews and any gathering of evidence, the investigator will prepare a case file. The case file will include all collected evidence directly related to the allegations raised in the Formal Complaint, including the evidence upon which the College/Institute does not intend to rely in reaching a determination regarding responsibility and any inculpatory or exculpatory evidence, whether obtained from a party or other source as part of the investigation. The case file may include, as applicable, transcripts or summaries of party and witness interviews and other collected documents and evidence. The investigator will provide the case file, redacted of personally identifiable information in accordance with privacy regulations, to each party and their adviser in electronic form or hard copy. In all cases, any information relied on in adjudicating the matter will be provided to the parties and their advisers. The investigators will also provide an updated Notice of the Allegations, as appropriate.

Within ten (10) business days of receiving the case file, each party may respond in writing, which may include a request that the investigator collect additional evidence. If the investigator believes further information is needed following receipt of any responses from the parties, the investigator will pursue any additional investigative steps as needed. The parties and their advisers will be provided with each party's written responses to the case file, if any, as well as any additional information collected by the investigators, in electronic format or hard copy.

#### **4. Investigative Report**

Following their review of the parties' responses (if any) to the case file, the investigator will create a written investigative report that summarizes all relevant evidence; the report will not contain irrelevant information.

At least ten (10) business days prior to the hearing, the investigative report will be provided to the parties and their advisers via electronic format.

The parties may choose to provide a written response to the investigative report, which must be submitted at least five (5) business days prior to the start of the hearing. At least 48 hours prior to the hearing, the parties and their advisers will be provided with the other party's written response to the investigative report, if any, in electronic format.

#### **C. Hearing**

A panel of three individuals ("Hearing Panel") will hear every case. The panel may consist of members of the College/Institute community, or, if required to maintain neutrality, an unrelated third party.

The Hearing Panel will have absolute discretion with respect to administering the hearing, will decide whether evidence and witnesses are relevant or irrelevant, with the understanding that the introduction of relevant evidence and witnesses will always be permitted, will be responsible for maintaining an orderly, fair, and respectful hearing and will have broad authority to respond to disruptive or harassing behaviors, including adjourning the hearing or excluding the offending individual, including a party, witness, or adviser.

Prior to the hearing, the Hearing Panel will be provided with the case file, investigative report, and any responses to the investigative report. All members of the Hearing Panel shall review the case file (including the parties' responses), ask questions during the hearing as they deem appropriate, and participate in the deliberations leading to the Presiding Hearing Panelist's adjudication of responsibility.

At least five (5) business days prior to the hearing, the parties and their advisers will be notified of the hearing date, time, and location (or relevant electronic information, if the hearing will be conducted remotely).

In advance of the hearing, parties will be required to identify witnesses to be called at the hearing, as well as to provide a brief written explanation of the information each witness would be asked to provide, such that the Hearing Panel can determine their relevance. The Hearing Panel has the discretion to exclude from the hearing evidence/witnesses/questions deemed irrelevant.

At the Hearing Panel's discretion, pre-hearing meetings may be scheduled with each of the parties and their advisers to explain the hearing protocol.

### **1. Standard of Proof**

The standard of proof under this policy is a preponderance of the evidence. A finding of responsibility by a preponderance of the evidence means that it is more likely than not, based on all the relevant evidence and reasonable inferences from the evidence, that the respondent violated this policy.

### **2. Expectation regarding the Complainant, the Respondent, and the Witnesses regarding the Hearing**

In all proceedings under this policy, including at the hearing, the complainant, the respondent, and the witnesses and other individuals sharing information are expected to provide truthful information.

If the complainant, the respondent, or a witness informs the College/Institute that they will not attend the hearing (or will refuse to be cross-examined), the hearing may proceed, as determined by the Title IX Coordinator. The Hearing Panel may not, however: (a) rely on any statement or information provided by that non-participating individual in reaching a determination regarding responsibility; or (b) draw any adverse inference in reaching a determination regarding responsibility based solely on the individual's absence from the hearing (or their refusal to be cross-examined).

Each party may make requests related to the format or the nature of their participation in the hearing. The Hearing Panel will accommodate requests by either party for the hearing to occur with the parties located in separate locations with technology enabling the Hearing Panel and the parties to simultaneously see and hear the party answering questions. As appropriate and/or at the discretion of the Hearing Panel, hearings may be conducted in person or by video conference or any other means of communications by which all individuals participating are able to see and hear each other.

### **3. Case Presentation**

While the hearing is not intended to be a repeat of the investigation, the parties will be provided with an equal opportunity for their advisers to conduct cross-examination of the other party and/or of relevant witnesses. A typical hearing may include brief opening remarks by the Hearing Panel, questions posed by the Hearing Panel to one or both of the parties, questions posed by the Hearing Panel to any relevant witnesses, and cross-examination by either party's adviser of the other party and relevant witnesses.

The parties' advisers will have the opportunity to cross-examine the other party (and witnesses, if any). Such cross-examination must be conducted directly, orally, and in real time by the party's adviser and never by a party personally. Only relevant cross-examination questions may be asked of a party or witness. Before a party or witness answers a cross-examination question that has been posed by a party's adviser, the Hearing Panel must first determine whether the question is relevant and explain any decision to exclude a question as not relevant.

### **4. Record of Hearing**

The College/Institute shall create an official record in the form of a recording or transcript of any live (or remote) hearing and make it available to the parties for inspection and review. Any other record of the hearing or any other recording is prohibited and violations may result in discipline.

### **5. Written Determination**

Following the hearing, the Hearing Panel will consider all of the relevant evidence and deliberate regarding responsibility. The Hearing Panel shall make a determination, by a preponderance of the evidence, whether the respondent has violated the policy. The

Hearing Panel shall write a written determination, which will contain: (1) the allegations potentially constituting Title IX sexual harassment; (2) a description of the procedural steps taken from the receipt of the Formal Complaint through the determination (including any notifications to the parties, interviews with parties and witnesses, site visits [if any], methods used to gather other information, and the hearing); (3) findings of fact supporting the determination; (4) conclusions regarding the application of this policy to the facts; (5) a statement of, and rationale for, the result as to each allegation, including a determination regarding responsibility (i.e., whether a policy violation occurred), any disciplinary sanctions imposed if there has been a finding of responsibility, and whether any remedies designed to restore or preserve equal access to the College's/Institute's education program or activity or working environment will be implemented; and (6) relevant appeal information for the parties. Disciplinary sanctions and remedies will be determined in accordance with the procedures listed below, and the information will be provided to the Hearing Panel for inclusion in the written determination.

The parties and their advisers will simultaneously be provided with the written determination via electronic format.

#### **D. Disciplinary Sanctions and Remedies (to be included in the Written Determination)**

If a party is found to have violated this policy, before finalizing the written determination, the Hearing Panel will refer the matter to the appropriate College/Institute official(s) to determine sanctions and remedies. Sanctions being imposed will be included in the written determination.

Sanctions will take into account the seriousness of the misconduct as compared to like cases in the past, the respondent's previous disciplinary history (if any), and institutional principles. Remedies, which may include supportive measures, will be designed to restore or preserve equal access to the College's/Institute's education program or activity. Any sanctions and remedies will be included in the Hearing Panel's written determination, and sanctions will be subject to appeal under this policy.

The Hearing Panel may consider a number of sanctions and remedies when a respondent is found to have violated the Title IX/Sexual Harassment Policy, including:

- Suspending or expelling any student found responsible for sexual harassment.
- Terminating the employment of any employee found responsible for sexual harassment.
- Reprimand or warning.
- Changing the respondent's academic schedule.
- Disciplinary probation.
- Revocation of honors or awards.
- Restricting the respondent's access to College/Institute facilities or activities.
- Community service.
- Issuing a "no-contact" order or requiring that such an order remain in place.
- Dismissal from or restricting or reassignment of College/Institute employment.

#### **E. Appeal**

Appeals under this policy will be heard by an appeal panel ("Appeal Panel") comprised of three individuals. The Appeal Panel shall decide appeals by majority vote.

Both parties have equal rights to an impartial appeal at the following junctures:

- Upon the dismissal of a Formal Complaint or any allegations therein.
- Upon receiving the Presiding Hearing Panelist's written determination regarding responsibility and, when applicable, sanction and remedies.

Appeals may be submitted on the following bases: (1) procedural irregularity that affected the outcome of the matter; (2) new evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made which could affect the outcome of the matter; (3) the Title IX Coordinator or their staff, investigator(s), or any member of the Hearing Panel had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that affected the outcome of the matter; and/or (4) the sanctions (or recommended sanctions) are not commensurate with the violation. To appeal, a party must electronically submit a written appeal statement to the Title IX Coordinator within five (5) business days of receipt of the written determination or dismissal. The appeal shall consist of a written statement not to exceed 1,500 words, outlining the basis for appeal and the relevant information to substantiate the appeal. The non-appealing party will be provided with a copy of the appealing party's written statement and may submit a written response, not to exceed 1,500 words, to the Title IX Coordinator within five (5) business days of receipt of the appealing party's written statement. The non-appealing party's statement will be provided to the appealing party. No further appeal submissions from the parties shall be permitted.

An appeal is limited in scope. The purpose of an appeal is not to initiate a review of substantive issues of fact or a new determination of whether a violation of College/Institute rules has occurred.

In deciding an appeal, the Appeal Panel may consider the case file and any responses, investigative report and any responses, the hearing record, the written determination, and any written appeal(s) or statements by the parties. The Appeal Panel also may consider any other materials the College/Institute deems relevant and that have been shared with the parties.

The parties and their advisers will simultaneously be provided (via electronic format) with the written decision describing the result of the appeal and the rationale for the result.

If the Appeal Panel finds that the earlier decision should stand, the parties will be so informed and the Title IX process is concluded.

If the Appeal Panel finds that there was procedural irregularity that affected the outcome of the matter, the matter will be remanded to the Hearing Panel to determine appropriate further action.

If the Appeal Panel finds that new evidence is available which was not reasonably available at the time of the determination regarding responsibility or dismissal, and such evidence could alter the outcome of the matter, the matter will be remanded to the Hearing Panel for appropriate further action.

If the Appeal Panel finds that the Title IX Coordinator or their staff, investigator(s), or member of the Hearing Panel, had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that affected the outcome of the matter, the Appeal Panel will take appropriate measures to address and remediate the impact of the bias or conflict consistent with the general procedures of this policy.

If the Appeal Panel finds that the sanctions (or recommended sanctions) are not commensurate with the violation, the matter will be remanded to the Sanction Officer for reconsideration.

The Appeal Panel will seek to complete the appeal review within thirty (30) business days of receipt of the appealing party's written statement.

Unless further proceedings are necessary, the determination regarding responsibility becomes final either on the date that the parties are provided with the written determination of the result of an appeal if an appeal is filed (at which point the Title IX grievance process is concluded), or if an appeal is not filed, the date on which an appeal would no longer be considered timely (at which point the Title IX grievance process is concluded).

## **V. TRAINING**

The College/Institute will either provide appropriate training, or ensure appropriate training is provided by a qualified third party, to the Title IX Coordinator and Campus/Executive Directors, investigators, Hearing Panel members, Appeal Panel members, and any individual who facilitates the informal resolution process. Such training will cover the definition of Title IX Sexual Harassment; the scope of the College's/Institute's education program or activity; how to conduct an investigation and grievance process, including hearings, appeals, and informal resolution processes under this policy, as applicable; and how to serve impartially, including by avoiding prejudgment of the facts at issue, conflicts of interest, and bias.

The College/Institute will ensure that Hearing Panel members receive training on any technology to be used at a hearing and on issues of relevance of questions and evidence, including questions and evidence about the irrelevancy of complainant's sexual predisposition or prior sexual behavior. The College/Institute will ensure that investigators receive training on issues of relevance in order to create an investigative report that fairly summarizes relevant evidence. These training materials are publicly available on the College's/Institute's website and will be made available for in-person review upon request. In addition, College/Institute officials with responsibilities under this policy will receive training related to intersectionality.

## **VI. RECORD RETENTION**

The College/Institute will maintain for a period of seven (7) years records of the following:

- Each Title IX Sexual Harassment grievance process conducted under this policy, including any determination regarding responsibility and any audio or audiovisual recording or transcript from a hearing, any disciplinary sanction imposed on the respondent, and remedies provided to the complainant designed to restore or preserve access to the College's/Institute's education program or activity.
- Any appeal and the result therefrom.
- Any informal resolution and the result therefrom.; and
- All materials used to train Title IX Coordinators, investigators, Hearing Panel members, Appeal Panel members, and any individual who facilitates the informal resolution process under this Title IX/Sexual Harassment Policy.
- Records of any actions, including any supportive measures, taken in response to a report or Formal Complaint of sexual harassment. In each instance, the College/Institute will document the basis for its conclusion that its response was not deliberately indifferent, and document that it has taken measures designed to restore or preserve equal access to the College's/Institute's educational and working program or activity. If the College/Institute does not provide a complainant with supportive measures, then the College/Institute will document the reasons why such a response was not clearly unreasonable in light of the known circumstances.

## **VII. MODIFICATION AND REVIEW OF POLICY**

The College/Institute reserves the right to modify this policy to take into account applicable legal requirements or extraordinary circumstances. At regular intervals, the College/Institute will review this policy to determine whether modifications should be made.

## **INFORMATION REGARDING ACADEMIC CALENDARS**

The College can enroll cohorts on a periodic basis throughout the calendar year for the Medical Assistant and Medical Insurance Biller and Coder programs of study. Enrollment cohorts for the Associate of Science in Healthcare Administration, Associate of Arts in Nursing, Central Service Instrument Technician, Surgical Technology, Surgical Technology-Accelerated Alternate Delivery (ST-AAD), and Vocational Nursing are limited to several times each year. The Academic Calendar for each enrollment cohort is provided to students at the beginning of each program of study. Specific start dates can be obtained from your Admissions Representative.

The majority of our weekday classes meet Monday through Thursday, while others meet Monday through Friday and/or include weekend classes. Programs scheduled to meet evenings and/or weekends may have a longer program length than the day programs. Special classes, holiday make-up classes, workshops and seminars are usually held on non-class days, which may include Fridays, Saturdays, and Sundays depending on the program's schedule, and include: New Student Orientation, CPR Certification, Internship Workshops, and Career Readiness Workshops. Students attend mandatory workshops as scheduled for their program of study.

The College follows a seven day cancellation period. In the semester based degree programs, the add/drop period is usually 2 weeks after the start date of the course.

Holidays and Breaks observed by the college are not included in the calculation of the program length and may affect estimated completion or graduation dates.

### **COLLEGE CALENDAR**

The College observes the following holidays:

Martin Luther King Jr. Day  
President's Day  
Spring Day  
Memorial Day  
Independence Day  
Labor Day  
Veteran's Day  
Thanksgiving and the Friday following Thanksgiving Day

The College does not conduct most classes during the two weeks generally considered "Winter Break" (including Christmas Day and New Year's Day). Other days may be approved by College Administration.

## ***STUDENT & ALUMNI SERVICES***

The College provides a comprehensive student services program designed to support student success, retention, safety, accessibility, and successful completion of educational and career goals. Through the Student Advising Services Program (SASP), students receive academic advising; supervision and monitoring of attendance, academic progress, and leaves of absence; testing and tutoring services; and student retention strategies appropriate to the College's programs. SASP also supports students' general development appropriate to higher education, including relevant coping and life skills such as career development, budgeting, personal financial planning, and decision-making skills. Graduate employment and placement assistance are provided through career services to support students' transition to the workforce. The College promotes student safety, well-being, and accessibility by offering guidance, referrals, and reasonable accommodations in accordance with applicable laws, and by connecting students with community resources as needed. Information and referral assistance regarding housing, food banks, shelters, transportation, child care, and other community support services are available. Students may obtain student services by contacting any faculty or staff member, including designated campus personnel such as the Campus Director, Associate Dean of Education, or Student Advisor, by scheduling an appointment in person or via institutional email, or by visiting campus offices before or after class or during scheduled break times.

### ***Student Assistance***

Most campuses have Student Advisors who visit with the student at appropriate times during the program. Students are strongly encouraged to meet with their advisor with or without an appointment for student advising. Students may also meet with any of the College's Team Members for advising purposes.

### ***Tutoring***

The College offers a full range of tutoring services at each campus. Tutoring may be obtained for study skills and program subject matter content. Tutoring appointments may also be arranged prior to the student beginning their program of study at the College.

### ***Refresher Assistance***

The College offers Refresher Assistance to its graduates for a two-week period at no additional charge. Graduates may contact the College and arrange to attend various class sessions at the College or utilize the College's online platform. Refresher Assistance must be related to the program from which they graduated. This assistance is especially helpful to graduates who have taken time off and then want to resume their working career. Graduates changing positions within their field who also wish to take advantage of Refresher Assistance, are charged a small fee determined by the College's Campus Director, based on the graduate's needs.

### ***Student Loan Assistance***

The College maintains a full-service Student Loan Assistance department. The Student Loan Assistance Department contacts students periodically and maintains current student/graduate contact information (mailing address and telephone numbers). Students not able to make their loan payments, for a limited time period, may be offered opportunities for deferments, or for reduced payments, as allowed by the lender.

### ***Seminars Given By the College***

Periodic seminars are given for graduates on new developments and procedures in the field. Currently enrolled students may attend some of these seminars, either as a requirement or as an option.

### ***Seminars Available Through Outside Groups***

Students are encouraged to attend seminars, conventions, and meetings affiliated with their program of study. These seminars are offered by various professional associations, such as the American Association of Medical Assistants (AAMA) and the Association of Surgical Technologists (AST).

### ***Library Resources***

The College provides students with access to online library system/resources. Currently, the College utilizes EBSCOhost. Login information is provided to all students. EBSCOhost is available 24/7 from anywhere, offering a comprehensive suite of library technology. Students can access e-books, research databases, e-journals, and e-package subscription management. As a major provider of library technology, e-books, and clinical decision solutions, EBSCOhost enhances the academic resources available to our students.

## ***EMERGENCY PREPAREDNESS PLAN***

Information regarding the College's Emergency Preparedness Plan can be obtained from the Campus Director.

## **CAREER SERVICES**

### ***Placement Assistance***

The College maintains a career services program for its students and graduates at each campus and provides services at no additional charge. Students and graduates may contact the Career Services Department for employment referral information, assistance with résumé writing, conducting mock interviews, and assistance in arranging interviews with prospective employers. The College is proud of its career services that assist with the employment of many graduates in the working world every year. Our Career Services Department collaborates with doctors, dentists, medical clinics, pharmacies, medical billing offices, short term care facilities, surgery centers, and hospitals in order to best serve the needs of our students. The College makes no guarantees concerning employment placement as an inducement to enroll, nor does the College promise or guarantee employment to any student or graduate.

### ***Intern/Extern or Outside Clinical Facilities***

Internship/Externship/Clinical refers to the clinical phase of the programs. Each student spends multiple weeks (please refer to the specific information for each program of study) in a clinical setting applying their knowledge and skills in a “real world setting,” interacting with patients or customers and other employees and supervisors.

Most externships are scheduled on a four-hour per day basis. If a student wishes a full-time externship schedule over a shorter period, arrangements may be made. Facilities evaluate the student’s practical performance by written reports at the end of the period. Hundreds of facilities cooperate with the College to provide externships for our students.

The College’s Career Services Team Members work with the students to schedule their Internship/Externship/Clinical, since clinical experiences and graduate employment opportunities are closely related. Depending upon the program of study, students may be required to attend an Internship/Externship Workshop, on non-scheduled class day, approximately ten weeks prior to completing classes. Career Services Team Members interview each student individually to determine the best possible Internship/Externship/Clinical experience and to gather information for future employment search assistance.

Clinical experiences are typically completed during the day, including Internships/Externships/Clinical for students enrolled in evening/night programs. The College does not guarantee that Internships/Externships/Clinicals can be completed during the evening/night hours. Some programs require the student to travel a certain distance for Internship/Externship/Clinical. The student must have reliable transportation, whether it is their own car, a reliable ride, or public transportation. The College is not responsible for arranging student transportation to clinical experience locations.

## **CODE OF CONDUCT**

North-West College is a professional environment. It is expected that students will conduct themselves in a professional manner consistent with this Code of Conduct in preparation for entering the world of work. In the event there is a question as to what is appropriate regarding dress code, conduct, appearance, and behavior, the Campus Director or Program Director will make the final determination. Should a student disagree with the application of this Code of Conduct to his/her actions/behavior, the appeals procedure as stated in the College catalog should be followed.

Note that allegations of sexual misconduct or other violations of Title IX such as sexual assault, domestic or relationship violence, or stalking should be reported to the Title IX Campus Security Authority and/or Title IX Deputy as outlined in the *Sexual Misconduct/Title IX Policy*. These reports will be handled according to the processes outlined in that policy.

### **Standards**

- Demonstrate professional behavior at all times
- Follow all published policies and direction from Team Members
- Use respectful and professionally acceptable language towards fellow students, Team Members, and during the internship/externship/clinical experience
- Adherence to the dress code
- Academic honesty and integrity
- Show respect towards fellow students, Team Member, and anyone with whom you interact while on internship/externship/clinical experience
- Follow classroom and internship/externship/clinical rules; including food, drinks, Internet, and cell phone usage

### **Prohibited Behavior**

Prohibited behaviors involve behaviors on-campus, at internship/externship/clinical sites, and/or off-campus at College-sponsored activities. Prohibited behaviors include, but are not limited to:

- Acts of abuse, violence, harassment, hazing, stalking, threats, intimidation, or retaliation
- Use of profanity in any communications
- Refusal to comply with appropriate requests
- Being involved in criminal acts including use of the Internet or College property for illegal or inappropriate activities
- Engaging in academic dishonesty or providing false information
- Interfering with the rights of others to access their education
- Being disruptive and disrespectful
- Malicious and intentional actions intended to harm others
- Theft, vandalism, or causing intentional damage to school property or the property of others
- Violation of College drug and alcohol policy
- Unprofessional, harassing, profane or bullying language or behavior towards students, staff or faculty of the College, or related third parties, such as extern facilities and their employees, whether verbally, in writing, in electronic communication (email and texts), or on social media
- Making false statements in relation to the College verbally, in writing, in electronic communication (email and texts), or on social media.
- Violation of safety and security rules
- Improper use of the Internet or cell phones during class time

- Smoking in the campus buildings
- Eating and drinking in the classroom or internship/externship/clinical site where prohibited

### ***Academic Integrity***

The 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.

### ***Violations of Academic Integrity***

Violations of Academic Integrity include but are not limited to the following:

- Intentional or unintentional Purchasing materials or papers.
- Reproduction of another's work. Failure to quote or cite Self-plagiarism/dove- tailing.
- Cheating- Submitting work completed by another party.
- Completing work for another student. Purchasing materials or papers for submission.
- Selling course materials. Distributing course materials (test answers, completed assignments).
- Collusion.
- Falsification on any material affecting the students record. This includes but not limited to student documentation, attendance, skills check offs, homework.

### ***Dress Code***

- All allied health program students are expected to be in College-approved uniform while in the classroom or at an internship/externship/clinical site. The uniform must be neat, clean, and in good repair.
- Student must wear conservative, white, non-canvas, closed-toed shoes at all times. Athletic shoes are best; sandals, flip-flops, and high heels are prohibited.
- All students must be conservative in their hairstyles and use of cosmetics; well groomed (including facial hair and fingernails); and present themselves with a professional appearance when on campus or representing the College at an internship/externship/clinical site.
- Jewelry should be worn in good taste, with no visible body piercing except earrings. Jewelry should be limited to a wedding band, watch, and small earrings. (Students who need a reasonable accommodation because of religious beliefs, observances, or practices should contact the Campus Director to discuss the need for accommodation.
- Tattoos should not be visible and should be covered with clothing or makeup.

### ***Grounds for Disciplinary Action***

- Unsatisfactory academic performance
- Unsatisfactory attendance
- Violation of the Code of Conduct
- Violation of the Dress Code
- Non-compliance with any North-West College policy and standard

## ***DISCIPLINARY PROCEDURES AND TERMINATION***

All disciplinary matters will be reviewed by the Campus Director or their designee. The student will be notified of the violation and given the opportunity to meet with the Campus Director or their designee to discuss the matter before a determination is made. Disciplinary action will be determined based on the seriousness and frequency of the offense or violation. Students will be immediately notified, in writing, of any disciplinary action taken by the College.

One of the following disciplinary actions may be taken:

- Notice of Violation
- Disciplinary Warning
- Disciplinary Probation
- Suspension
- Dismissal/Termination
- Reporting to Law Enforcement
- Other Appropriate Action

## ***DISCIPLINARY ACTION APPEAL POLICY***

All appeals must be submitted, in writing, within 10 days of notification of the violation. The student must provide supporting documentation for the appeal. Appeals will be reviewed within ten (10) business days by the Appeals Committee, under the coordination of the Corporate Director of Academic Operations. The decision of the Appeals Committee is final.

## **COPYRIGHT POLICY**

### ***Summary of Civil and 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 and 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 and not more than \$30,000 per work infringed. For “willful” infringement, a court may award up to \$150,000 per work infringed. A court can, in its discretion, also assess costs and attorneys’ fees. For details, see Title 17, United States Code, Sections 504, 505.

Willful copyright infringement can also result in criminal penalties, including imprisonment of up to five years and fines of up to \$250,000 per offense. For more information, please see the website of the U.S. Copyright Office at [copyright.gov](http://copyright.gov).

### ***College Consequences for Student Violations***

If the College receives a copyright violation notice relating to student activity, the College will take the following actions:

#### **First Violation:**

The student will receive a Copyright Policy Warning in writing. The student will be required to meet with the Campus Director or their designee to review the College’s Copyright Policy and signs the Copyrights Policy Warning acknowledging understanding and agreement. The documentation regarding the Warning will be placed in the student’s disciplinary record.

#### **Second Violation:**

The student will be considered to be in violation of the College’s Student Conduct Policy. The student will be placed on Disciplinary Probation. The student will be required to meet with the Campus Director or their designee to review the College’s Copyright Policy and sign the Copyrights Policy Probation notification. The student may be subject to sanctions based on the student’s responsibility in the violation and a history of previous incidents of Conduct Policy violation(s). Possible sanctions can include but are not limited to:

- Writing an essay regarding copyright infringement
- Required completion of an ethics class
- Suspension

The documentation regarding the Conduct Probation will be placed in the student’s disciplinary record.

#### **Third Violation:**

The student may be dismissed/terminated from the College. The dismissal/termination can be appealed. The student will be required to meet with the Campus Director or their designee to justify why dismissal/termination is not warranted, including the submission of supporting documentation. The decision of the Campus Director is final. The documentation regarding the dismissal/termination will be placed in the student’s disciplinary record.

For further questions, please contact your Campus Director.

## **ATTENDANCE POLICY**

Maintaining good attendance is a fundamental element of successful career preparation. Students are expected to attend all classes according to their established schedules. Frequent absences and/or tardiness will cause disruption to a student's learning process and the establishment of good employment habits. Poor attendance can lead to disciplinary action such as Probation or dismissal/termination.

Synchronous Courses utilize an electronic attendance tracking system which requires that students use a smartphone or tablet to log their class attendance. All applicants to programs containing such courses must agree to maintain possession of a personal smartphone or tablet while enrolled at the college.

Students who are absent for 14 consecutive calendar days will be considered an Unofficial Withdrawal by the College. A student can officially withdraw by notifying the Campus Director/Registrar before reaching the 14<sup>th</sup> day of absence. The 14-day absence timeline does not include scheduled calendar days designated as official College breaks. Please refer to the College's SAP Policy and Grading Policy for information regarding grades awarded when student's Withdraw from the College.

Students must maintain a minimum of 90% attendance in all scheduled clock hours of instruction in their program of study. This requirement applies to students in both clock hour and credit hour programs. The clock hour is the basis for the credit hours earned in a given course.

The student will be placed on Attendance Probation if his/her attendance percentage falls below 90%. The maximum amount of excused absences is 10% of the scheduled clock hours attempted in the program. A letter notifying the student of his/her placement on Attendance Probation will be provided to the student. All students placed on Attendance Probation are given thirty (30) days to raise their attendance percentage. This may include attendance at a faculty supervised make-up session. See the College's Make-Up Policy for additional information. If the student's attendance percentage is still below 90% at the end of the thirty (30) day Attendance Probation period, the student may be dismissed/terminated.

The student may submit an appeal to the Campus Director or their designee for an extension of the Attendance Probation period if the student has documented mitigating circumstances. The extended Probation period may not exceed thirty (30) additional days. If a student is dismissed/terminated due to unsatisfactory attendance, he/she may appeal to the Campus Director for re-entry following the College's published appeal process.

Please refer to the applicable program-specific handbook for additional information regarding program-specific attendance policy requirements.

## **TARDINESS/EARLY DEPARTURE**

In order to obtain the maximum benefit of their instructional program, students are expected to be in class on time and remain for the entire instructional period. Tardiness and early departure will count as time out of class, just like an absence, and may result in disciplinary action up to and including Attendance Probation, course failure or dismissal/termination. Time out of class will be rounded up to the nearest quarter-hour increment and reported as absent time. *For example, if a student is tardy 10 minutes, the student will be reported as missing 15 minutes of class time which will reduce the student's attendance percentage.*

Please refer to the applicable program-specific handbook for additional information regarding program-specific attendance policy requirements.

## **INTERNSHIP/EXTERNSHIP/CLINICAL EXPERIENCE**

Clinical experiences are typically completed during the day, including Internships/Externships for students enrolled in evening/night programs. The College does not guarantee that Internships/Externships/Clinicals can be completed using any particular day or evening schedule. Some programs require the student to travel a certain distance for Internships/Externships/Clinicals. The student must have reliable transportation, whether it is their own car, a reliable ride, or public transportation. The College is not responsible for arranging student transportation to Internships/Externships/Clinicals experience locations.

The student is required to begin Internship/Externship/Clinicals on the dates and times scheduled by the program. Students working full-time may Intern/Extern on a pre-approved modified schedule.

The clinical component of the Vocational Nurse program starts in Term 1.

The clinical component of the Associate of Arts in Nursing program starts in Semester 3.

The clinical component of the Bachelor of Science in Nursing program starts in semester 10.

The clinical component of the Surgical Technology program is described in detail in the Surgical Technology program's Student Handbook and is scheduled to begin at the end of the didactic and laboratory components of the program.

Students required to complete clinical experiences are not employees of the clinical agency and are not paid for these experiential learning opportunities by either the clinical agency or by the College.

Students must complete 100% of all scheduled Internship/Externship/Clinical hours.

Students who are dismissed/terminated by their Internship/Externship/Clinical site will be evaluated by the College to determine if the student will be offered a second Internship/Externship/Clinical site or be dismissed/ terminated. This determination will be based on the seriousness of the circumstances surrounding the dismissal/termination.

In a rare case where the Campus Director determines the student was wrongfully dismissed/terminated from the site or there were unique circumstances surrounding his/her dismissal/termination, an additional Internship/Externship/Clinical opportunity may be provided. Students who are terminated from a second Internship/ Externship/Clinical site opportunity may be subject to dismissal/termination from the College.

Please refer to the applicable program-specific handbook for additional information regarding program-specific attendance policy requirements.

## ***MAKE-UP POLICY***

### ***Academics***

- There is no make-up allowed for missed quizzes. Points for missed quizzes are forfeited by the student.
- Students are allowed to make-up one (1) exam per course. This exam may be used as the unscheduled make-up exam or to improve a failing grade.
- Scheduled make-up exams may be given before a scheduled absence or immediately upon return to class.
- A scheduled make-up exam must be approved by the instructor before the absence. No point deduction is taken from a scheduled make-up exam.
- Unscheduled make-up exams are given immediately upon return to class. The maximum grade that a student can earn is a 70 on an unscheduled make-up exam, unless extenuating circumstances, as determined by the Instructor, would indicate otherwise. (Surgical Technology and Vocational Nursing students should refer to their program handbook regarding make-up exams and grading.)
- If a student is absent on the agreed-upon date of a make-up exam, a grade of “0” will be recorded and the student will not be given an additional opportunity to make-up the exam.

### ***Make-up Time Procedure***

- a. Student must obtain a make-up slip from the Instructor to make up time.
- b. Students making up time must wear the prescribed uniform for their program, unless the dress code for the day states otherwise (Casual Dress Day). Students, who are not properly attired, will not be permitted to complete make-up time on that day.
- c. Student must check in with the Instructor-in-Charge to receive make-up time assignment(s). Students must ensure that the Instructor-in-Charge can easily locate him/her throughout the make-up time period.
- d. In order for the Instructor-in-Charge to sign off on make-up time, all assigned make-up work must be completed and submitted.
- e. Student should ask the Instructor-in-Charge to complete and return the make-up slip to him/her at the end of the make-up time, for that day.
- f. Upon returning to regularly scheduled class, the Student must give the make-up slip to his/her Instructor.
- g. Make-up time for students in the Vocational Nursing and Surgical Technology programs must be scheduled with the Instructor, Program Director, and/or Clinical Coordinator, and make-up time is scheduled at the discretion of the Instructor/Program Director/Clinical Coordinator.

It is the student’s responsibility to complete all required make-up time, as well as complete any assignments, exams, or other work missed. It is also the student’s responsibility to obtain missed work from his/her Instructor, and to make arrangements with the Instructor to ensure that all work is made-up before the end of the course in which the work was missed.

Please refer to the applicable program-specific handbook for additional information regarding program-specific attendance and make-up policy requirements.

## ***DISTANCE EDUCATION ATTENDANCE REQUIREMENTS and ACADEMIC TIMELINES***

Students are required to attend an online course by actively participating in at least three (3) academically-related activities each week.

### ***Academic Attendance Activity***

In order for the student to receive full participation credit for the week, he or she must attend by logging in and completing at least three (3) required academically-related activities for that week. Academically-related activities that constitute online course attendance include:

- Academically-relevant discussion board postings, blogs and/or chats
- Submitting completed assignments/projects/exams/quizzes
- Completing virtual classroom activities

The course Instructor will assess each student's participation during the week and record attendance. The Instructor will give participation credit and record attendance based on the first and last day of the student's participation in academically-related activities for the week. Recorded attendance for students in the same class will vary based on when the student completes his or her assignments. If a student fails to participate in any academically-related activities during the week, he or she will be given no participation credit for that week and will get two absences. If the student only participates in one academically-related activity during the week, the student will receive only partial participation credit for the week and will get one absence. The Instructor will have seven (7) days from the receipt of the student's academically related activities to respond or evaluate the activities.

### ***Last Date of Attendance in an Online Course***

If a student does not attend an academically-related activity for fourteen (14) consecutive days, the student will be withdrawn from the course. The online attendance record will be used to determine the student's last day of attendance, and the day of the last recorded academic attendance activity for that student will be considered the student's last day of attendance. The last day of attendance is used to determine the student's charges and how much financial aid has been earned upon withdrawal. Documentation supporting the last day of attendance must be reviewed, confirmed, and retained by the faculty and Registrar's office before the student's refund calculations can be processed.

## **LEAVE OF ABSENCE (LOA)**

If it becomes necessary for a student to temporarily stop attending classes, the student must request and be approved for a Leave of Absence (LOA), or the student will be considered Withdrawn. Leaves of Absence must be pre-approved unless an unforeseen circumstance prevents the student from doing so. If the student's LOA is not approved, the student will be treated as a Withdrawal for financial aid purposes.

Students enrolled in degree-granting, semester-based programs who are approved for a Leave of Absence will be considered withdrawn for federal financial aid purposes. Academically, they will remain on a LOA status and may return to complete the program, subject to space availability.

An LOA request will be considered for approval only if:

- for non-degree programs, the student has completed at least one course, or for degree programs, the student has completed at least one semester;
- the LOA is requested in writing and signed and dated;
- the LOA request includes the reason for the leave;
- there is a reasonable expectation that the student will return after the LOA;
- on a subsequent LOA request, the cumulative number of days on leave does not exceed 180 days per 12-month period; and
- prior arrangements have been made for the student to be able to continue his or her academic coursework upon return from the LOA, which may include repeating course(s) at no additional charge to the student.

The student must notify the College if he or she intends to return from the LOA early.

A student with extenuating circumstances may be granted a subsequent Leave(s) of Absence not to exceed 180 days of leave within a 12-month period. The 12-month period begins on the first day of the student's initial LOA. Supporting documentation must be provided for a subsequent LOA request(s). The number of days of a LOA is counted beginning with the first day of the student's initial LOA.

If the student is unable to provide a written LOA request for pre-approval due to unexpected, extenuating circumstances, the College may accept a verbal and/or emailed LOA request. The student must subsequently provide a written LOA request, along with supporting documentation within 14 days. If the student is unable to provide the subsequent written LOA request within 14 days, the College will assume that there is not a reasonable expectation that the student will return from LOA and the student will be Withdrawn from the program.

The student will not be charged any fee or additional tuition as a result of taking an LOA. The student will not be eligible for additional financial aid as a result of taking an LOA. The student will not receive any Direct Loan disbursements from the Department of Education while on an LOA. However, the student's financial aid package may change.

Pursuant to the College's/Institute's standard retake policy, the student will be charged a fee to retake a course when the student fails a course, regardless of whether the student subsequently requests an LOA.

Failure to return on the expected LOA return date will result in immediate Withdrawal from the College per the College's Withdrawal Policy. Withdrawal from the College places the student in his or her student loan grace period starting at the first day of the LOA. For example, if a student is on LOA for 60 days and does not return, the 2 months on LOA will be deducted from the student's 6-month grace period. The student's loan repayment will begin four (4) months after Withdrawal instead of six (6) months.

### ***Re-Entry Policy***

If the student leaves the College without requesting a Leave of Absence and then elects to return to the College, the student must meet with the Campus Director to determine whether the student may re-enter the program of study. The decision to allow the student to return to the program of study will be based on the length of time the student has been away from the College and their prior academic standing.

### ***Tuition for Repeating Class Work***

Students who are required to repeat a portion of the program for which they did not receive credit due to excessive absences or unsatisfactory grades, will be charged a pro-rated tuition based on the tuition at the time of initial enrollment.

### ***Program Re-entry Requests***

Students terminated from their program of study due to excessive absences or unsatisfactory grades may request re-entry into their program of study.

The Campus Director, in collaboration with the Corporate Director of Academic Operations, may elect to allow the student to re-enter their program of study. Re-entry into the College/program of study is not guaranteed.

To be considered for re-entry, former students must request re-entry in writing.

Re-entry considerations are as follows:

- Students may only re-enter into their original program of study
- Eligibility for re-entry status is open for 12 months after the original last day of attendance
- If the re-entry request exceeds 12 months from the last date of attendance, the request must be approved by the Campus Director and the Corporate Director of Academic Operations
- The applicant may be required to undergo knowledge and skills assessment

Any classroom nursing course with a required co-requisite clinical course is integrated and inseparable from the clinical course; therefore, a student must pass both courses with a “B” (80%) or better in the same semester in order to be eligible to enroll in the next level of courses.

## ***NOTIFICATION OF RIGHTS UNDER FERPA***

Education records are defined as records which are comprised of materials and documents containing information directly related to a student and their education that are maintained by the College. Records are supervised by the Campus Director and access is afforded to the College’s Team Members for the purposes of recording grades and attendance, documenting career services and advising notes, and admissions and financial aid information. Student information is also reviewed by the financial aid department for purposes of determining financial aid eligibility.

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

1. The right to inspect and review the student’s education records within forty-five (45) days of the day that the College receives a request for access. Students may request a review of their records, in writing and submitted to the Campus Support Center at 2121 West Garvey

Avenue, North, West Covina, California 91790. Students will be allowed to review the education record under appropriate supervision, during regular business hours.

2. The right to request the amendment of a student's education record that the student believes is inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA. Students may request that the College amend a record by requesting the amendment, in writing, submitted to the official responsible for the record, clearly identify the part of the record the student requests be amended, and specify why the amendment should be made. If the College decides not to amend the record as requested, the College will notify the student, in writing, of the decision and the student's right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.
3. The right to provide written consent before the College discloses personally identifiable information in the student's education record, except to the extent that FERPA Authorizes disclosure without consent. The College discloses an education record without a student's prior written consent under the FERPA exception for disclosure to College officials with legitimate educational interests. A school official is a person employed by the College in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the College has contracted as its agent to provide a service instead of using institutional employees or officials (such as an attorney, auditor, or collection agent); a person serving on the Board; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another College official performing his or her tasks. A College official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibilities.
4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the College to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:

Family Policy Compliance Office  
U.S. Department of Education  
400 Maryland Avenue, SW  
Washington, DC 20202-5901  
[FERPA@ed.gov](mailto:FERPA@ed.gov)

A charge of \$25.00 will be made for copying a complete set of the student's education record or any portion thereof.

"Directory Information" showing student's name, address, telephone number, birth date and place, program undertaken, dates of attendance and certificate awarded may be provided to third parties by the College, unless a request to omit such information is presented in writing 30 days prior to graduation or termination.

Written consent is required before an education record will be disclosed to third parties with the exception of accrediting commissions or governmental agencies so authorized by law. Academic Transcripts and Proof of Attendance are available within ten days of receiving a written request for same. The charge is \$15 per copy. Financial Aid Transcripts are available, upon request, for other educational institutions which a North-West College student or graduate may wish to attend. There is no charge for a Financial Aid Transcript.

North-West College secures, retains, and disposes student record information in accordance with local, state, and federal regulations.

## ***INSTITUTIONAL RECORDS RETENTION***

North-West College shall maintain for a period of 5 years the pertinent student records and other institutional documents from the student's date of completion or withdrawal. Additionally, transcripts will be kept permanently.

## ***STUDENT COMPLAINTS/GRIEVANCE PROCEDURE***

Many issues or concerns can be resolved by discussing the situation with an appropriate Team Member. Students seeking to resolve problems or complaints should follow the steps below when seeking a resolution:

- Contact the appropriate Instructor or Team Member;
- If the issue remains unresolved, contact the Program Director or Campus Director:

**Kimberly Wiegand  
Interim Campus Director  
North-West College Provo  
555-561 East 1860 South  
Provo, UT 84606**

- If the concern remains unresolved, students should contact the Student Experience Helpline at:

**[StudentExperienceHelpline@Success.edu](mailto:StudentExperienceHelpline@Success.edu)**

Please send an email to the address above. The email will be forwarded to a Student Experience Helpline Team Member at our Campus Support Center who will endeavor to reach a resolution acceptable to both the student and the College.

The Institution will review all student grievances in a prompt and fair manner. A written response will be provided once the investigation and research into the grievance have been completed. The length of time required to complete the review may vary depending on the nature and complexity of the grievance. Students will be notified in writing if additional information is required during the review process.

A student, or any member of the public, may file a complaint about this institution with the Utah Department of Commerce-Division of Consumer Protection (DCP) by calling toll-free 1-800-721-7233 or by completing a complaint form, which can be obtained on the DCP's Web site [Home - dcp.utah.gov](http://Home-dcp.utah.gov).

Schools accredited by the Accrediting Bureau of Health Education Schools (ABHES) must have a procedure and operational plan for handling student complaints. ABHES reviews complaints against an accredited institution or program that relate to the accreditation requirements set forth in the *Accreditation Manual*. If a complaint raises a question of possible violation of these requirements, the institution or program will be given the opportunity to respond to the complaint. If a violation is found, ABHES will take enforcement action as necessary.

All complaints must be submitted in writing using the ABHES Complaint Form. This form is available from ABHES or at [abhес.org](http://abhес.org). The written complaint and supporting documentation must be emailed to Complaints Specialist, [info@abhес.org](mailto:info@abhес.org), or mailed to Complaints Specialist, 6116 Executive Boulevard, Suite 730, North Bethesda, Maryland MD 20852 (Tel 301-291-7550).

Complaints must be in sufficient detail and clarity to permit the institution or program to respond effectively and to permit ABHES to make a determination of the facts relating to the complaint. Complaints must be made within 90 days of the last event that is material to the complaint.

## **NON-DISCRIMINATION AND ANTI-HARASSMENT POLICY**

The College is committed to equal opportunity and creating and maintaining an educational and working environment free from discrimination and harassment as described in this policy.

This policy prohibits such discrimination and harassment and applies to all students and employees.

When the College becomes aware that a member of the College community may have been subjected to or affected by discriminatory and/or harassing behavior, the College will take prompt action, including a review of the matter and, if necessary, an investigation and appropriate action to stop the discrimination and/or harassment. The course of action taken by the College, including any disciplinary penalty, will depend on the particular facts and circumstances involved.

This policy does not address sexual assault, domestic or dating violence, or stalking. Those categories of prohibited conduct are governed by the College's *Title IX/Sexual Misconduct Policy*, which also establishes separate procedures that outline reporting options and explain how the College assesses, investigates, and resolves reports of such prohibited conduct against students and employees. The *Title IX* policy and related procedures supersede any conflicting information contained in this Policy.

### I. Definitions

Protected characteristics are those personal traits, characteristics and/or beliefs that are defined by applicable law as protected from discrimination and/or harassment. They include race, creed, color, sex, gender identity or expression, age, national origin, ancestry, religion, physical or mental disability, military and veteran status, marital or domestic partnership status, affectional or sexual orientation, and/or other characteristics protected by applicable law.

Discrimination is adverse treatment of an individual based on a protected characteristic, rather than individual merit. Examples of conduct that can constitute discrimination, if based on an individual's protected characteristic, include but are not limited to:

- Singling out or targeting an individual for different or less favorable treatment (e.g., more severe discipline, lower salary increase) because of their protected characteristic
- Failing or refusing to hire or admit an individual because of their protected characteristic
- Terminating an individual from employment or an educational program based on their protected characteristic.

Harassment is unwelcome verbal or physical behavior which is directed at a person based on a protected characteristic and which are sufficiently severe and/or pervasive to have the effect of unreasonably interfering with an individual's educational experience, working conditions, or living conditions by creating an intimidating, hostile, or offensive environment. Examples of conduct that can constitute harassment, if based on an individual's protected characteristic, include but are not limited to:

- Unwelcome jokes or comments about a legally protected characteristic (e.g., racial or ethnic jokes);
- Disparaging remarks to a person about a legally protected characteristic (e.g., negative or offensive remarks or jokes about a person's religion or religious garments);
- Displaying negative or offensive posters or pictures about a legally protected characteristic;
- Electronic communications, such as e-mail, text messaging, and internet use, that violate this Policy.

Retaliation is any attempt to seek retribution against an individual or group of individuals involved in filing a complaint or report under this Policy, filing an external complaint, participating in a disciplinary process, or opposing in a reasonable manner an action believed to constitute a violation of this Policy. Retaliation can take many forms, including abuse or violence, threats, and intimidation. Actions in response to a good faith report or response under this Policy are considered retaliatory if they have a materially adverse effect on the working, academic, or College-controlled environment of an individual; or if they hinder or prevent the individual from effectively carrying out their College responsibilities. Any individual or group of individuals can engage in retaliation and will be held accountable under this Policy.

## II. Options for Addressing Discrimination and/or Harassment

The College encourages everyone to report all incidents of discrimination and/or harassment, regardless of the offender's identity or position. When individuals feel that they have been subjected to discrimination and/or harassment or have observed discrimination or harassment of others, they have multiple options, including discussing their concern with their immediate supervisor, or their Campus Director.

The Campus Director oversees the College's response to concerns of discrimination and/or harassment, and is made aware of all such concerns. Please contact the Campus Director at your campus to discuss any concerns or complaints.

In addition, the College encourages individuals who believe they are being subjected to such conduct to promptly advise the offender that his or her behavior is unwelcome and to request that it be discontinued. Often this action alone will resolve the problem. The College recognizes, however, that an individual may prefer to pursue the matter through formal complaint procedures.

## III. Complaint Reporting, Investigation, and Resolution Involving Complaints Against Faculty or Staff Members

### 1. Complaint Reporting

When individuals feel that they have been subjected to discrimination and/or harassment, or have observed discrimination or harassment of others, they have multiple options, including discussing their concern with their immediate supervisor or their Campus Director.

The written complaint should identify the parties involved, describe the harassing or discriminatory behavior, including when and where it occurred, and identify by name or description any witnesses and/or evidence. Written complaints should be treated as confidential, should only be provided to appropriate designated individual listed above, and should be provided directly to that individual.

### 2. Interim Steps

When appropriate, prior to or during the investigation, the College may take reasonable and appropriate interim steps to protect the safety and well-being of members of the College community, maintain the integrity of the investigative and/or resolution process, and deter retaliation.

### 3. Investigation Process

The purpose of the investigation is to gather facts relating to the incident(s) outlined in the written complaint and to determine whether it is more likely than not that the alleged behavior occurred and, if so, whether it constitutes discrimination and/or harassment. The investigator (or co-investigators, as necessary) will conduct a fact-finding inquiry that may include written statements, interviews, and any other sources of evidence the investigator deems appropriate. During the course of the investigation, the investigator may receive counsel from other parties as needed.

While the length of an investigation will depend on a variety of factors, including the nature and scope of the allegations, the number of parties and witnesses, and the availability of parties and witnesses, the investigator will seek to conclude the investigation within forty-five (45) business days of receipt of the complaint.

Note: The College expects faculty, staff, and other members of the College community to cooperate fully in the investigation process. Any faculty or staff member who is the subject of or potential witness regarding a discrimination or harassment complaint and refuses to cooperate in an investigation is subject to discipline, up to and including termination of employment.

Note: Adversarial hearings, including confrontation, cross-examination by the parties, and active advocacy by attorneys or other outside advocates, are neither appropriate nor permitted during the investigation process.

#### 4. Complaint Resolution

At the conclusion of the investigation, the investigator will prepare a report. The report will explain the scope of the investigation and whether any allegations in the complaint were substantiated. The report will be submitted to the appropriate parties as deemed necessary.

##### *Finding of “No Violation” of the College’s Policy on Discrimination and/or Harassment*

If there is a determination that the behavior investigated did not violate this Policy, both parties will be so informed. Neither party may appeal such a finding. If retaliatory behavior occurs after the issuance of this determination, either party may bring a complaint under this Policy.

##### *Finding of “Inappropriate Behavior Not Rising to the Level of a Violation” of the College’s Policy on Discrimination and/or Harassment*

There may be a determination that the behavior was inappropriate and unprofessional but did not rise to the level of violating this Policy. Such inappropriate behavior may merit discipline, ongoing monitoring, coaching, or other appropriate action. Neither party may appeal such a finding. If retaliatory behavior occurs after the issuance of this determination, either party may bring a complaint under this Policy.

##### *Finding of “Violation” of the College’s Policy on Discrimination and/or Harassment*

If there is a determination that the behavior did violate this Policy, the Campus Director, in consultation with the appropriate Corporate Director, and /or Executive Committee member, the Human Resource Consultant, and/or legal counsel will determine the appropriate corrective actions to be taken, up to and including academic expulsion or employment termination. In addition, where appropriate, the Campus Director may implement measures to ensure that the person who filed the complaint is not subjected to further discrimination or harassment, and to remedy the effects of any discrimination or harassment that may have occurred. Remedial steps, where appropriate, are at the discretion of the College, may include, but are not limited to, counseling or training and separation of the parties. Sanctions against the perpetrator may include a written warning, probation with or without conditions, suspension, academic dismissal or expulsion, and demotion or termination of employment in accordance with College’s policy. The process for appealing such a finding is set forth in Section VII below.

The College’s ability to discipline an individual who is not an employee or student (such as a vendor or contractor) is limited by the degree of control, if any, that the College may have over such individual. Nonetheless, the College will seek to take appropriate action in response to violations of this Policy.

#### IV. Confidentiality

Any allegation of discrimination or harassment brought to the attention of the College will be discreetly addressed. Investigations will be conducted in a confidential manner to the extent possible. However, the investigation of complaints may also require disclosure to the accused individual and to other witnesses for the purpose of gathering pertinent information. In such case, disclosures will be limited to the extent possible.

Individuals involved in investigations or disciplinary proceedings under this policy are encouraged to exercise discretion in sharing information in order to safeguard the integrity of the process and to avoid the appearance of retaliation. While discretion regarding the process is important, complainants and respondents are not restricted from discussing and sharing information with others who may support or assist them in presenting their case.

Medical and counseling records are privileged and confidential documents that parties will not be required to disclose.

#### V. Protection from Retaliation

Retaliation against an individual for reporting harassment or discrimination or for participating in an investigation of a claim of harassment or discrimination is a serious violation of this policy and, like harassment or discrimination itself, will be subject to disciplinary action. Acts of retaliation should be reported immediately and will be promptly investigated and addressed.

Retaliation can take many forms, including abuse or violence, threats, and intimidation. Actions in response to a good faith report or response under this policy are considered retaliatory if they have a materially adverse effect on the working, or educationally hinder or prevent the individual from effectively carrying out their College responsibilities. Any individual or group of individuals can engage in retaliation and will be held accountable under this policy.

Prior to the conclusion of an investigation and findings, a complaint of discrimination or harassment does not constitute proof of prohibited conduct. As such, the complaint shall not be taken into account during promotion, merit or other evaluation or review until a determination has been made that the College's Policy has been violated.

Complaints of retaliation should be reported as violations of this Policy. Retaliatory conduct may result in serious disciplinary sanctions, up to and including termination/expulsion from the student's program of study or employment.

#### VI. Protection from Bad Faith Complaints

It is the responsibility of the College to balance the rights of all parties. Therefore, if the College's investigation reveals that the complaint is malicious or knowingly false, such charges will be dismissed and the person who filed the complaint may be subject to discipline, up to and including termination/expulsion from the student's program of study or employment.

## **GRADUATION REQUIREMENTS**

Students who complete their prescribed program of study, which includes Internship/Externship/Clinical, must then meet the following additional requirements in order to be considered a graduate of North-West College and receive a diploma from the College:

1. Have satisfied all financial obligations to the College.
2. Completed the program of study and all prescribed requirements with a minimum cumulative GPA of 2.0.

Students in the Vocational Nurse program must achieve a passing score on the College's Exit Exam within three (3) attempts. Students who fail to achieve such passing score, will not be considered a graduate of the Vocational Nurse program.

Additional graduation requirements may apply. Please see the applicable Student Handbook.

## **DIPLOMA/DEGREE**

Students successfully completing all courses offered at North-West College receive a diploma or degree.

## **OTHER LICENSE AND CERTIFICATION INFORMATION**

Registered Nurses must become licensed by the Utah Division of Occupational and Professional Licensing (DOPL) to practice as a Registered Nurse in the state of Utah. Registered Nurses will become licensed by taking and passing the NCLEX-RN®, a year-round computer-adaptive registered nurse licensure examination. For further information regarding the requirements for eligibility for licensure in the state of Utah, please refer to the DOPL website: [Nursing - dopl.utah.gov](http://Nursing-dopl.utah.gov).

## **USE OF IMAGES**

Students acknowledge that during a program, there may be photographic or video images taken of you. You understand that these images might be used in print media publications, advertisements, online and in any other format that North-West College chooses.

Students release North-West College, their officers, Team Members, agents and designees from liability for any violation of any personal or proprietary right you may have in connection with such use of these images.

## **BACHELOR OF SCIENCE IN NURSING**

**CIP Code: 51.3801**

**SOC Code: 29-1141.00**

**Semester Credits: 120.0**

**Program Length: 144 Weeks**

**Methods of Delivery: Residential, Blended**

### **Program Objectives:**

The Bachelor of Science in Nursing Program's prelicensure track is designed to prepare graduates for a successful transition into beginning professional nursing roles. The curriculum engages students in the acquisition and application of knowledge, skills, and professional behaviors when caring for individuals, families, and communities across the lifespan. Upon completion of the program, the graduate will be academically eligible to apply for licensure as a Registered Nurse and take the NCLEX-RN® examination. Registered Nurses provide and manage patient care in a variety of settings including, but not limited to, acute care hospitals, ambulatory care centers, sub-acute and long-term care facilities, and home health and other community-based settings.

### **End-of-Program Student Learning Outcomes**

The graduate of the BSN degree program (includes prelicensure BSN and RN-BSN tracks):

1. Demonstrate leadership in the provision of safe, patient-centered care based on current best practices and sound clinical judgement.
2. Collaborate with patients and interprofessional team members to improve care coordination and patient outcomes within complex healthcare systems.
3. Utilize information and technology and leadership skills to enhance communication, improve healthcare delivery, and advance the scholarship of nursing.
4. Serve as an advocate for quality care across the spectrum of healthcare services for culturally diverse and socially diverse patient populations.
5. Incorporate professional values, legal requirements, ethical principles, and cultural sensitivity into nursing practice.

### **Required Courses:**

#### **BIO101- Biological Sciences- 4.0 Semester Credit Hours**

Prerequisites: None

Co-requisites: None

This course introduces the student to the human organism and foundational concepts related to human anatomy and physiology. Topics include organ systems, cell biology, genetics, and their relevance to maintaining homeostasis and health. Outside preparation and study time, in addition to regular classroom activities, is required to complete the class assignments. The type of outside preparation may take the form of homework assignments, projects, reading, and required studying.

1. Use anatomical terminology to identify major organs of select systems within the human body.
2. Explain interrelationships among molecular, cellular, tissue, and organ functions in each body system.
3. Describe basic human biological processes, including metabolism, respiration, and reproduction.
4. Understand the principles of genetics, heredity, and their impact on human biology.
5. Discuss common diseases, their prevention, and the role of lifestyle and environment in human health.
6. Apply biological concepts to make informed decisions regarding personal and public health issues.

### **BIO201- Microbiology- 4.0 Semester Credit Hours**

Prerequisites: BIO101 Human Biology

Co-requisites: None

This course introduces the student to concepts of microbiology. focuses on microorganisms and their impact on human health. Integrating principles of biology and chemistry, the student will examine microorganisms and their impact on human health. Topics include infection control, microbial physiology, and the role of microbes in disease and immunity. Laboratory experiences illustrate, expand, and reinforce concepts discussed in lectures. Outside preparation and study time, in addition to regular classroom activities, is required to complete the class assignments. The type of outside preparation may take the form of homework assignments, projects, reading, and required studying.

1. Describe the classification, structure, and function of microorganisms.
2. Explain microbial metabolism, growth, and reproduction.
3. Analyze the role of microorganisms in disease, immunity, and environmental processes.
4. Describe the mechanisms of pathogenicity and infection control.
5. Demonstrate proficiency in microbiological laboratory techniques, including culturing, staining, and identification.
6. Apply critical thinking to assess the impact of microorganisms in health, industry, and ecology.
7. Discuss the role of the immune system in defending against microbial pathogens.

### **BIO202- Anatomy and Physiology I - 4.0 Semester Credit Hours**

Prerequisites: BIO101 Human Biology; CHEM101 Introduction to Chemistry

Co-requisites: None

This course initiates a comprehensive study of normal structures and functions of the human body. Didactic and laboratory experiences focus on specialized knowledge and skills that prepare students for professional roles in diverse medical environments. Outside preparation and study time, in addition to regular classroom activities, is required to complete the class assignments. The type of outside preparation may take the form of homework assignments, projects, reading, and required studying.

1. Differentiate cellular components and their functions.
2. Use correct anatomical terminology to describe the structure and function of select tissues, organs, and body systems.
3. Explain molecular and cellular mechanisms that underlie normal physiological processes of all human organ systems.

4. Describe physiological principles of homeostasis.
5. Apply critical thinking skills to relate anatomical structures to their physiological functions.
6. Utilize laboratory techniques to identify and analyze anatomical structures and physiological processes.

### **BIO203- Anatomy and Physiology II- 4.0 Semester Credit Hours**

Prerequisites: BIO101 Human Biology; CHEM101 Introduction to Chemistry

Co-requisites: None

This course completes a comprehensive study of normal structures and functions of the human body. Didactic and laboratory experiences focus on specialized knowledge and skills that prepare students for professional roles in diverse medical environments. Outside preparation and study time, in addition to regular classroom activities, is required to complete the class assignments. The type of outside preparation may take the form of homework assignments, projects, reading, and required studying.

1. Differentiate cellular components and their functions.
2. Use correct anatomical terminology to describe the structure and function of select tissues, organs, and body systems.
3. Explain molecular and cellular mechanisms that underlie normal physiological processes of all human organ systems.
4. Describe physiological principles of homeostasis.
5. Apply critical thinking skills to relate anatomical structures to their physiological functions.
6. Utilize laboratory techniques to identify and analyze anatomical structures and physiological processes.

### **ENG111- English Comprehension- 3.0 Semester Credit Hours**

Prerequisites: None

Co-requisites: None

Students will enhance their ability to critically read and write effectively. The course focuses on constructing logical arguments, analyzing diverse texts, and improving academic communication skills. Outside preparation and study time, in addition to regular classroom activities, is required to complete the class assignments. The type of outside preparation may take the form of homework assignments, projects, reading, and required studying.

1. Develop effective strategies for reading comprehension, including identifying main ideas, supporting details, and themes.
2. Analyze and interpret written texts across genres and disciplines.
3. Expand academic vocabulary and improve language usage.
4. Plan, draft, revise, and edit essays to produce clear, organized, and coherent writing.
5. Apply critical thinking skills to evaluate arguments and form evidence-based conclusions.
6. Communicate ideas effectively through written and verbal formats.

### **ENG211- Technical Writing- 3.0 Semester Credit Hours**

Prerequisites: None

Co-requisites: None

This course focuses on developing writing skills for technical and professional contexts. Emphasis is placed on clarity, structure, and effective communication in healthcare documentation and research. Outside preparation and study time, in addition to regular classroom activities, is required to complete the class assignments. The type of outside preparation may take the form of homework assignments, projects, reading, and required studying.

1. Apply the principles of technical writing to produce clear, concise, and organized documents.
2. Analyze audiences and tailor documents to meet their needs and expectations.
3. Plan, draft, revise, and edit technical documents, including proposals, reports, and instructions.
4. Use appropriate formatting, document design, and visuals to enhance technical communication.
5. Utilize valid sources of information from professional databases.
6. Recognize ethical considerations and professional standards in technical communication.

### **HCS101- Medical Terminology- 3.0 Semester Credit Hours**

Prerequisites: None

Co-requisites: None

Students will learn the language of medicine, including prefixes, suffixes, root words, and terms used in clinical settings. Emphasis is placed on accurate usage and comprehension of medical vocabulary essential for effective communication in healthcare. Outside preparation and study time, in addition to regular classroom activities, is required to complete the class assignments. The type of outside preparation may take the form of homework assignments, projects, reading, and required studying.

1. Identify and define the basic components of medical terms, including word roots, prefixes, and suffixes.
2. Accurately construct and deconstruct medical terms to understand their meanings.
3. Pronounce and spell medical terminology correctly.
4. Apply medical terminology to describe the anatomy, physiology, and pathology of major body systems.
5. Interpret medical terms commonly used in clinical settings, including diagnostics, procedures, and pharmacology.
6. Utilize medical terminology effectively in verbal and written communication within healthcare environments.

### **HCS102- Critical Thinking and Problem Solving- 2.0 Semester Credit Hours**

Prerequisites: None

Co-requisites: None

This course explores concepts of critical thinking and steps of the scientific method. Problem-solving methodologies, decision-making strategies, and systematic processes assist students to identify, analyze, and solve a variety of complex problems including societal issues, interpersonal conflicts, ethical dilemmas, mathematical word problems, and basic scientific experiments. Outside preparation and study time, in addition to regular classroom activities, is required to complete the class assignments. The type of outside preparation may take the form of homework assignments, projects, reading, and required studying.

1. Define core principles of critical thinking, including logic, reasoning, and argument analysis.
2. Identify and evaluate assumptions, biases, and fallacies in diverse arguments and scenarios.
3. Apply the concept of the scientific method and critical thinking skills to everyday situations including social filters, opinion, belief, facts, pseudoscience, superstition, symbolism, bias, and prejudice.
4. Use problem-solving frameworks to analyze case studies, generate ideas, and develop actionable solutions to complex problems.
5. Communicate well-reasoned arguments effectively in written and oral formats.
6. Reflect on personal decision-making processes and develop strategies for improvement.

### **HCS103- Nutrition- 2.0 Semester Credit Hours**

Prerequisites: None

Co-requisites: None

This course introduces fundamental concepts in nutrition and their applications to nursing practice. Students will explore the role of nutrition in health promotion, disease prevention, and clinical care. Emphasis is placed on evidence-based practices for addressing nutritional needs across the lifespan, as well as select diseases and disorders. Outside preparation and study time, in addition to regular classroom activities, is required to complete the class assignments. The type of outside preparation may take the form of homework assignments, projects, reading, and required studying.

1. Explain the principles of nutrition and their application in promoting health and managing disease.
2. Identify nutritional needs across the lifespan and in specific populations, including those with chronic diseases.
3. Evaluate dietary intake using evidence-based tools and recommend appropriate interventions.
4. Discuss the role of the nurse in advocating for nutritional health and addressing barriers to optimal nutrition.
5. Integrate cultural, ethical, and socioeconomic considerations into nutritional care planning.

### **HCS202- Pathophysiology- 4.0 Semester Credit Hours**

Prerequisites: BIO202 Anatomy and Physiology I; BIO203 Anatomy and Physiology II; HCS101 Medical Terminology

Co-requisites: None

This course explores physiological changes associated with alterations in health and manifested in human disease. Students examine disease etiology, progression, and implications for treatment. Outside preparation and study time, in addition to regular classroom activities, is required to complete the class assignments. The type of outside preparation may take the form of homework assignments, projects, reading, and required studying.

1. Describe the cellular and molecular mechanisms underlying disease processes.
2. Analyze the causes, signs, symptoms, and progression of major diseases affecting each body system.
3. Understand the impact of inflammation, immunity, and genetic factors on health.
4. Identify risk factors and plan prevention strategies for common diseases.
5. Apply critical thinking to interpreting clinical data and case studies related to pathophysiological conditions.
6. Correlate pathophysiological processes with diagnostic findings and treatment options.

### **HIST101- US and State Government- 3.0 Semester Credit Hours**

Prerequisites: None

Co-requisites: None

Explores the historical development and political influences on healthcare systems. Emphasis is placed on understanding policy evolution and its implications for current practice. Outside preparation and study time, in addition to regular classroom activities, is required to complete the class assignments. The type of outside preparation may take the form of homework assignments, projects, reading, and required studying.

1. Trace the historical development of the United States and State Governments.
2. Analyze the social, economic, and political forces that have shaped healthcare policies and reforms.
3. Evaluate key milestones in medical and technological advancements and their impact on public health.
4. Discuss the evolution of healthcare access, equity, and ethics over time.
5. Compare different healthcare systems and their effectiveness in addressing population needs.
6. Assess contemporary healthcare debates and challenges in a historical and political context.

### **MATH241- Statistics for Health Science- 3.0 Semester Credit Hours**

Prerequisites: HCS102 Critical Thinking and Problem Solving

Co-requisites: None

Students will learn statistical methods relevant to health science. The course covers data analysis, probability, hypothesis testing, and applications of statistics in evidence-based healthcare. Outside preparation and study time, in addition to regular classroom activities, is required to complete the class assignments. The type of outside preparation may take the form of homework assignments, projects, reading, and required studying.

1. Explain fundamental statistical concepts and their application in healthcare.
2. Use common statistical procedures and methods to analyze health data.
3. Interpret statistical results from healthcare literature and research studies.
4. Utilize statistical software and tools for data analysis in health sciences.

### **PSY111- General Principles of Psychology-3.0 Semester Credit Hours**

Prerequisites: None

Co-requisites: None

This course explores psychological theories, principles, and their application in understanding human behavior. Students will examine cognition, perception, emotion, personality, and social interactions. Outside preparation and study time, in addition to regular classroom activities, is required to complete the class assignments. The type of outside preparation may take the form of homework assignments, projects, reading, and required studying.

1. Explain the major concepts, theoretical perspectives, and historical trends in psychology.
2. Describe the scientific methods used to study behavior and mental processes.
3. Identify the biological foundations of behavior, including brain structure and function.
4. Discuss the principles of learning, memory, perception, and cognition.
5. Apply psychological principles to daily life including personal, social, and professional situations.
6. Use critical and creative thinking, and skeptical inquiry to solve problems related to behavior and mental processes.
7. Recognize society, culture, diversity and their influence on psychology.

### **PSY211- Developmental Psychology- 3.0 Semester Credit Hours**

Prerequisites: PSY101 General Principles of Psychology

Co-requisites: None

This course examines cognitive, emotional, and social factors of human growth and development across the lifespan. Patterns and processes of human development that occur during each life stage are emphasized. External influences affecting these processes and relationships will also be covered to assist the student in understanding individuals at various ages and developmental stages. Outside preparation and study time, in addition to regular classroom activities, is required to complete the class assignments. The type of outside preparation may take the form of homework assignments, projects, reading, and required studying.

1. Differentiate different stages of human development.
2. Analyze genetic, cognitive, emotional, and psychosocial factors that impact human growth and development during each life stage.
3. Identify key milestones in physical, cognitive, emotional, and social development across the lifespan.
4. Evaluate developmental challenges and transitions experienced at each stage of human development.
5. Apply developmental concepts to real-world scenarios, including education, parenting, and healthcare.

### **SOC101- Introduction to Sociology- 3.0 Semester Credit Hours**

Prerequisites: None

Co-requisites: None

This course provides an introduction to the systemic study of the relationship between individuals and society. Students examine human relationships, social institutions, and culture. The analysis of human behavior and needs as related to the development of social organized groups is emphasized. Outside preparation and study time, in addition to regular classroom activities, is required to complete the class assignments. The type of outside preparation may take the form of homework assignments, projects, reading, and required studying.

1. Distinguish between individualism and sociological perspectives.
2. Understand the relationship between individuals and society.
3. Analyze people from other social structures and why they are like or different from self and personal social networks.
4. Explain social phenomena like deviance and crime, educational and occupational outcomes, and racial inequality.

### **Core Nursing Courses**

#### **NUR101- Introduction to Patient-Centered Nursing Practice- 2.0 Semester Credit Hours**

Prerequisites: None

Co-requisites: None

This course introduces students to principles of patient-centered care. Topics include therapeutic communication, cultural humility, social determinants of health, patient rights, and holistic approaches to nursing care. Outside preparation and study time, in addition to regular classroom activities, is required to complete the class assignments. The type of outside preparation may take the form of homework assignments, projects, reading, and required studying.

1. Explore multiple dimensions of patient-centered care.
2. Describe how diverse cultural, ethnic, and social backgrounds function as sources of values for patients, families, and communities.
3. Recognize personal attitudes about working with patients from different ethnic, cultural, and social backgrounds.
4. Discuss therapeutic communication skills and other strategies to engage diverse patients and families in active healthcare partnerships.
5. Identify patient values, preferences, and expressed needs to incorporate into the patient-centered plan of care.
6. Examine how the active involvement of patients and families improves the safety, quality, and cost effectiveness of health care.

### **NUR102- Health Assessment- 3.0 Semester Credit Hours**

Prerequisites: BIO202 Anatomy and Physiology I; BIO203 Anatomy and Physiology II; HCS101 Medical Terminology

Co-requisites: HCS202 Pathophysiology

This course guides students in the development of comprehensive assessment skills, including interviewing, physical examinations, and health screenings. Students learn an evidence-based, systematic approach to collecting and analyzing patient data as a basis for planning and engaging in patient-centered care. Classroom and laboratory experiences promote student confidence and competence in assessing and documenting focused physical, psychosocial, and spiritual patient assessments. Outside preparation and study time, in addition to regular classroom activities, is required to complete the class assignments. The type of outside preparation may take the form of homework assignments, projects, reading, and required studying.

1. Use therapeutic communication and interviewing skills to obtain a comprehensive health history.
2. Demonstrate competency in physical, psychological, social, and spiritual assessment techniques.
3. Prioritized focused assessments based on identified patient needs.
4. Analyze patient findings to identify relevance for informed clinical judgements.
5. Use technology and communication strategies to accurately document and effectively present patient findings and healthcare needs to members of the interprofessional healthcare team.
6. Apply cultural humility and ethical considerations to health assessments.

### **NUR103- Fundamentals of Nursing- 5.0 Semester Credit Hours**

Prerequisites: BIO202 Anatomy and Physiology I; BIO203 Anatomy and Physiology II; HCS101 Medical Terminology; HCS102 Critical Thinking and Problem Solving

Co-requisites: None

This course centers on knowledge, skills, and abilities foundational for the role of the professional nurse within contemporary nursing practice. A clinical decision-making process is the primary course focus and provides a framework to help students think critically, recognize basic patient needs, and make clinical judgements that promote patient and staff safety. Concepts of health and illness, infection control, health promotion, patient education, and nursing interventions to support normal physiological function are also explored. Clinical and laboratory experiences promote student confidence and competence in performing basic nursing skills. Outside preparation and study time, in addition to regular classroom activities, is required to complete the class assignments. The type of outside preparation may take the form of homework assignments, projects, reading, and required studying.

1. Explain foundations of professionalism and standards and values that support the profession of nursing.
2. Demonstrate competency in basic nursing skills and techniques.
3. Apply therapeutic communication and cultural competency skills to promote health and improve health outcomes for persons from diverse racial, ethnic, and cultural backgrounds.
4. Explore evidence-based clinical decision-making frameworks that guide nursing practice,

- clinical reasoning, and safe patient care.
5. Exhibit effective communication and documentation techniques to promote patient and healthcare personnel safety.
  6. Apply a systematic clinical decision-making process to recognize basic patient needs and make clinical judgements the promote health and prevent injury.

### **NUR201- Nursing, Collaboration, and Quality I- 2.0 Semester Credit Hours**

Prerequisites: NUR101 Introduction to Patient Centered Nursing Practice

Co-requisites: None

This course explores concepts of professional nursing within complex healthcare systems. Interprofessional collaboration, culture of safety, legal accountability, healthcare ethics, and quality improvement processes are emphasized. Students learn strategies to work effectively within teams, enhance patient outcomes, and ensure high-quality care. Outside preparation and study time, in addition to regular classroom activities, is required to complete the class assignments. The type of outside preparation may take the form of homework assignments, projects, reading, and required studying.

1. Identify roles and responsibilities of the nurse as a member of the interprofessional healthcare team
2. Analyze personal strengths, limitations, and values in functioning as a member of a team.
3. Discuss effective strategies for communicating and resolving conflict among team members.
4. Describe regulatory, ethical, and professional standards that impact nursing practice and service.
5. Identify human, environmental, and other factors that increase the risk for unsafe practices.
6. Examine the impact of healthcare culture, evidenced-based practice, and quality improvement processes on patient and staff outcomes.
7. Discuss strategies, resources, and initiatives focused on preventing errors in healthcare settings.

### **NUR202- Pharmacotherapeutics I- 3.0 Semester Credit Hours**

Prerequisites: HCS202 Pathophysiology, NUR102 Health Assessment, NUR103 Fundamentals of Nursing

Co-requisites: NUR203 Nursing Medical Surgical Practice

This course introduces the student to principles of pharmacology and medication administration that are essential to the clinical application of drug therapy in contemporary nursing practice. Concepts related to medication safety and risk reduction, genetic and lifespan considerations, pharmacokinetic and pharmacodynamic processes, drug classification, and the nurse's role and responsibility before, during, and after medication administration are emphasized. Dosage calculations and the role of pharmacology in patient care are also explored. Outside preparation and study time, in addition to regular classroom activities, is required to complete the class assignments. The type of outside preparation may take the form of homework assignments, projects, reading, and required studying.

1. Describe the influence of genetics, lifespan, and cultural differences on drug dosing, administration, interactions, and metabolism.
2. Explain actions, effects, uses, side effects, contraindications, and nursing implications of selected drug classifications.

3. Identify healthcare informatics and technologies that support knowledge development and clinical decision-making for the safe administration of medications.
4. Describe the role of the nurse in collaboration with patients and interprofessional healthcare team members to ensure safe drug therapy.
5. Examine the impact of systematic medication administration processes and sound clinical judgement on patient safety and outcomes.

**NUR203- Nursing Medical-Surgical Practice I- 6.0 Semester Credit Hours**

Prerequisites: HCS202 Pathophysiology, NUR102 Health Assessment, NUR103 Fundamentals of Nursing

Co-requisites: NUR202 Pharmacotherapeutics I

The first of three courses focused on patient-centered nursing care introduces students to the application of knowledge and skills essential to make clinical judgments for the promotion, restoration, and maintenance of optimal health and wellness of diverse patients. Content focuses on the coordination of care for adult patients with chronic and common illnesses and laboratory experiences promote student confidence and competence in performing nursing skills related course concepts. Simulated and direct patient care clinical experiences allow the student to engage with patients and interprofessional team members in the application of clinical decision-making processes and pharmacological and nonpharmacological approaches to patient care. Outside preparation and study time, in addition to regular classroom activities, is required to complete the class assignments. The type of outside preparation may take the form of homework assignments, projects, reading, and required studying.

1. Apply theoretical knowledge and current evidence from nursing and other disciplines to the provision of safe, quality patient-centered care.
2. Analyze selected disorders, clinical manifestations, and evidence-based pharmacologic and non-pharmacologic treatment approaches.
3. Use a systematic clinical decision-making process to plan, implement, and evaluate nursing care for diverse patients.
4. Effectively communicate with patients, families, and members of the healthcare team to support health and wellness.
5. Use healthcare technologies to enhance communication in complex healthcare environments.
6. Display professional behaviors and cultural humility in all educational settings.
7. Safely perform nursing skills and interventions in simulated and clinical settings.

### **NUR301- Nursing Mental and Behavioral Health-4.0 Semester Credit Hours**

Prerequisites: HCS202 Pathophysiology, NUR102 Health Assessment, NUR103 Fundamentals of Nursing

Co-requisites: None

This course focuses on an interprofessional team approach to healthcare services and nursing management for individuals with psychiatric, mental, and behavioral health issues. Clinical decision making, therapeutic communication, crisis intervention, holistic approaches, and the continuum of care for mental health and wellness across healthcare settings are emphasized. Simulated and direct-care patient experiences allow the student to apply clinical judgement, therapeutic boundaries and communication techniques, and evidence-based pharmacological and nonpharmacological approaches to the care of patients with mental health issues. Outside preparation and study time, in addition to regular classroom activities, is required to complete the class assignments. The type of outside preparation may take the form of homework assignments, projects, reading, and required studying.

1. Identify roles of interprofessional team members, patients, and families in the provision of mental health and wellness care across the continuum of care.
2. Demonstrate therapeutic boundaries and communication techniques to establish healthy interactions with patients and families experiencing mental health issues.
3. Analyze select psychiatric disorders, clinical manifestations, and evidence-based pharmacologic and non-pharmacologic treatment approaches.
4. Use a systematic clinical decision-making process to provide quality care to patients with select psychiatric and behavioral health issues
5. Identify evidence-based guidelines and procedures that promote patient and staff safety within psychiatric care settings.
6. Collaborate with interdisciplinary team members to provide holistic, patient-centered care in various mental health settings.
7. Apply legal and ethical principles related to the care of patient the mentally ill during all educational settings.

### **NUR302- Pharmacotherapeutics II- 3.0 Semester Credit Hours**

Prerequisites: NUR202 Pharmacotherapeutics I

Co-requisites: NUR303 Nursing Medical Surgical Practice II

Building on foundational pharmacology, this course focuses on concepts in medication management for complex health conditions. Students will explore drug interactions, side effects, and patient education to promote safe and effective pharmacological care. Outside preparation and study time, in addition to regular classroom activities, is required to complete the class assignments. The type of outside preparation may take the form of homework assignments, projects, reading, and required studying.

1. Identify legal and ethical implications of pharmacologic therapy and medication administration.
2. Describe the impact of genetics, lifespan, and cultural differences on dosing, administration, interactions, and metabolism for selected pharmacologic therapies.
3. Explain actions, effects, uses, side effects, contraindications, and nursing implications of selected drug classifications.
4. Collaborate with patients and healthcare team members to improve medication safety and treatment adherence.

5. Use healthcare informatics and technologies that support knowledge development and clinical decision-making for the safe administration of medications.

### **NUR303- Nursing Medical-Surgical Practice II- 6.0 Semester Credit Hours**

Prerequisites: NUR202 Pharmacotherapeutics I; NUR203 Nursing Medical Surgical Practice I

Co-requisites: NUR302 Pharmacotherapeutics II

The second of three courses focused on evidence-based, patient-centered nursing care builds on previous concepts and enhances students' knowledge and skills essential to make clinical judgments for the promotion, restoration, and maintenance of optimal health and wellness of diverse patients. Content focuses on the coordination of care for adult patients with acute and chronic illnesses, laboratory experiences promote student confidence and competence in performing nursing skills related course concepts, and clinical experiences allow the student to engage with patients and interprofessional team members in the application of clinical decision-making processes and safe patient care. Outside preparation and study time, in addition to regular classroom activities, is required to complete the class assignments. The type of outside preparation may take the form of homework assignments, projects, reading, and required studying.

1. Analyze selected disorders, clinical manifestations, and evidence-based pharmacologic and non-pharmacologic treatment approaches.
2. Apply best evidence, theoretical knowledge, and patient preferences to formulate clinical judgements for diverse patients and health conditions.
3. Collaborate with patients, families, and members of the healthcare team to coordinate patient-centered care throughout the continuum of care.
4. Use healthcare informatics and evidence-based guidelines to promote patient and staff safety in all healthcare settings.
5. Demonstrate professional behaviors and advocacy for patient rights, safety, and quality care.
6. Apply safe and efficient nursing interventions in simulation and clinical settings.

### **NUR311 Evidence-Based Nursing Practice- 3.0 Semester Credit Hours**

Prerequisites: HCS102 Critical Thinking and Problem Solving; MATH241 Statistics for Health Sciences

Co-requisites: None

This course equips students with a theoretical and practical foundation to critically evaluate and apply research to improve nursing practice. Fostering a culture of inquiry in healthcare and the meaningful use of evidence to support practice decisions and influence future nursing standards and protocols are emphasized. Outside preparation and study time, in addition to regular classroom activities, is required to complete the class assignments. The type of outside preparation may take the form of homework assignments, projects, reading, and required studying.

1. Explain the importance of evidence-based practice in improving patient care and healthcare outcomes.
2. Critically appraise quantitative and qualitative research to inform clinical judgement and current best practices.
3. Use a systematic process to formulate clinical questions, identify research evidence, and integrate best practices for quality improvement, patient safety, and enhanced health outcomes.
4. Integrate evidence, clinical expertise, and patient preferences to make informed clinical decisions.

5. Describe continuous quality improvement methodologies and key performance indicators used to improve patient outcomes within various healthcare settings.
6. Analyze barriers to EBP implementation and propose strategies to overcome them.

### **NUR312- Nursing Maternal/Baby- 4.5 Semester Credit**

Prerequisites: NUR202 Pharmacotherapeutics I; NUR203 Nursing Medical Surgical Practice I  
Co-requisites: None

This course engages the student in a holistic approach to address the health and illness needs of women and the childbearing family, including prenatal, intrapartum, and postpartum care. Students will learn to manage normal and high-risk pregnancies, support maternal and neonatal health, and promote the reproductive health of women. Laboratory, simulation, and direct care patient experiences allow the student to apply clinical judgement, therapeutic and interprofessional communication, and evidence-based pharmacological and nonpharmacological approaches to the care of women and child-bearing families. Outside preparation and study time, in addition to regular classroom activities, is required to complete the class assignments. The type of outside preparation may take the form of homework assignments, projects, reading, and required studying.

1. Examine the influence of family dynamics, culture, and society on the health status of women and families experiencing the childbearing cycle.
2. Use a systematic clinical decision-making process to plan, implement, and evaluate nursing care for women, infants, and families throughout the childbearing cycle.
3. Communicate effectively with patients, families, and interprofessional healthcare team members to provide family-centered care in all health settings.
4. Apply evidence-based guidelines and procedures to promote patient, family, and staff safety within obstetrical settings.
5. Exhibit professional behavior and advocacy in the delivery of nursing care to women and the childbearing family.

### **NUR313- Nursing Care for Pediatrics- 3.5 Semester Credit Hours**

Prerequisites: PSY201 Developmental Psychology; NUR202 Pharmacotherapeutics I; NUR203 Nursing Medical Surgical Practice I  
Co-requisites: None

This course covers the nursing care of infants, children, and adolescents, emphasizing growth and development, family-centered care, and managing pediatric illnesses and injuries. Students will learn concepts of pediatric safety and injury prevention, anticipatory guidance and health promotion, disease management, and family responses to psychological and physical stressors associated with a sick child. Laboratory, simulation, and direct care patient experiences allow the student to apply clinical judgement, therapeutic and interprofessional communication, and evidence-based pharmacological and nonpharmacological approaches to the care of children. Outside preparation and study time, in addition to regular classroom activities, is required to complete the class assignments. The type of outside preparation may take the form of homework assignments, projects, reading, and required studying.

1. Evaluate healthcare team member roles, community services, and diverse family systems in the provision of health promotion, illness prevention, and disease management for pediatric patients across the continuum of care.
2. Apply best evidence, theoretical knowledge, and patient/family preferences to formulate clinical judgements and coordinate care for pediatric patients.
3. Analyze select pediatric disorders, clinical manifestations, and evidence-based

- pharmacologic and non-pharmacologic treatment approaches.
4. Demonstrate therapeutic boundaries and developmentally appropriate communication techniques to establish healthy interactions with pediatric patients and their families.
  5. Identify evidence-based guidelines and procedures that promote normal growth and development, promote health, and prevent injury.
  6. Exhibit professional behavior and advocacy in the delivery of nursing care to pediatric patients and their families

### **NUR314- Ethical and Legal Considerations in Nursing- 2.0 Semester Credit Hours**

Prerequisites: HCS102 Critical Thinking and Problem Solving; NUR101 Introduction to Patient Centered Nursing Care; NUR201 Nursing, Collaboration and Quality I

Co-requisites: None

This course examines the ethical and legal aspects of nursing practice, including principles that guide a person's behavior, patient rights, professional accountability, and ethical dilemmas in healthcare. Concepts of autonomy, justice, beneficence, non-maleficence, moral distress, and critical resilience are explored. Outside preparation and study time, in addition to regular classroom activities, is required to complete the class assignments. The type of outside preparation may take the form of homework assignments, projects, reading, and required studying.

1. Evaluate legal and ethical principles used to guide professional nursing practice.
2. Discuss the professional nurse's role in delegation, accountability, and scope of practice.
3. Examine ethical dilemmas in clinical practice and apply ethical decision-making frameworks to resolve them.
4. Explain patients' legal rights, including informed consent, confidentiality, and advance directives.
5. Evaluate the consequences of negligence, malpractice, and breaches in professional conduct.
6. Discuss strategies for maintaining professional integrity, advocacy, and ethical practice in healthcare settings.

### **NUR401 Nursing in Community and Public Health- 4.0 Semester Credit**

Prerequisites: NUR303 Nursing Medical Surgical Practice II; NUR314 Healthcare Technology and Information Management

Co-requisites: None

Students explore the nurse's role in health promotion, risk reduction, and disease prevention for populations and communities. This course emphasizes community health assessments, epidemiology, environmental health, vulnerable populations, health education, and services to address social determinants of health. Laboratory and clinical experiences provide opportunities for students to the health care needs of populations, explore community-based nursing roles, evaluate public health services, and integrate current evidence into community and public nursing practice. Outside preparation and study time, in addition to regular classroom activities, is required to complete the class assignments. The type of outside preparation may take the form of homework assignments, projects, reading, and required studying.

1. Differentiate the roles of community health, public health, and transitional care nurses in promoting and maintaining the health of individuals, families, and communities.
2. Conduct population/ community assessments to identify priority health needs.
3. Analyze social determinants of health, health disparities, and strategies to address healthcare inequities.

4. Evaluate the use of epidemiological data to identify population-based health risks and the health needs of individuals, families, and communities.
5. Explore evidence-based interventions and resources focused on health promotion, disease management, risk reduction, and continuity of care in community settings.
6. Examine the use of information technology to improve communication and continuity of care across healthcare settings and improve health outcomes in the community.
7. Demonstrate preparedness for public health emergencies and disaster response.

**NUR402- Healthcare Technology and Information Management- 2.0 Semester Credit Hours**

Prerequisites: NUR101 Introduction to Patient Centered Nursing Care; NUR103 Fundamentals of Nursing; NUR201 Nursing, Collaboration and Quality I

Co-requisites: None

This course examines the integration of technology and informatics in the delivery of nursing practice and healthcare. Students analyze current and emerging technologies, evaluate how informatics enhances patient care and decision-making, and explore the nurse's role in the implementation and use of technologies to promote quality healthcare. Electronic health records, telehealth, data management, and applications that support patient education, communication, safety, and privacy are emphasized. Outside preparation and study time, in addition to regular classroom activities, is required to complete the class assignments. The type of outside preparation may take the form of homework assignments, projects, reading, and required studying.

1. Demonstrate proficiency in using electronic health records (EHRs) to document, analyze, and enhance patient care.
2. Evaluate the role of artificial intelligence (AI) and healthcare data analytics in clinical decision-making.
3. Analyze the impact of healthcare technology on patient safety, communication, and outcomes.
4. Discuss the benefits and challenges of social media in professional nursing practice and patient education.
5. Apply principles of information management to ensure privacy, security, and ethical use of patient data.
6. Utilize technology to support evidence-based practice, patient monitoring, and clinical decision support tools.
7. Explore emerging trends in healthcare technology to improve nursing practice and patient care.

**NUR403- Nursing Medical-Surgical Practice III- 6.0 Semester Credit Hours**

Prerequisites: NUR302 Pharmacotherapeutics II; NUR303 Nursing Medical Surgical Practice II

Co-requisites: None

The final course of the three-course medical surgical nursing series that is focused on evidence-based, patient-centered nursing care. This course provides the student with opportunities to develop increasing levels of autonomy in the management of patient care, application of sound clinical judgement, and quality improvement processes for the promotion, restoration, and maintenance of optimal health and wellness. Content focuses on the management of complex, critical, and multi-system health conditions. Laboratory experiences promote student confidence and competence in performing advanced nursing skills related course concepts. Simulated and direct care clinical experiences allow the student to engage with patients and interprofessional team members in the application of clinical decision-making processes, evidence-based

pharmacological and nonpharmacological interventions, and management of patient care. Outside preparation and study time, in addition to regular classroom activities, is required to complete the class assignments. The type of outside preparation may take the form of homework assignments, projects, reading, and required studying.

1. Analyze selected disorders, clinical manifestations, and evidence-based pharmacologic and non-pharmacologic treatment approaches.
2. Apply best evidence, theoretical knowledge, and patient preferences to formulate clinical judgements for diverse patients with complex health conditions.
3. Collaborate with patients, families, and members of the healthcare team in the management of patient-centered care.
4. Use healthcare informatics and quality improvement processes to prevent, support, and restore optimum states of health and wellness for patients throughout the continuum of care.
5. Demonstrate professional behavior and leadership skills.
6. Apply safe and efficient nursing interventions in simulation and clinical settings.

### **NUR404- Nursing, Collaboration, and Quality II- 3.0 Semester Credit Hours**

Prerequisites: NUR201 Nursing, Collaboration and Quality I; NUR311 Evidence Based Nursing Practice; NUR314 Healthcare Technology and Information Management; NUR403 Nursing Medical-Surgical Practice III

Co-requisites: NUR411 Transition to Professional Nursing

Building on concepts of professional nursing, this course concentrates on the application of principles of leadership and management in complex healthcare systems. Organizational structure, interprofessional communication and collaboration, delegation and supervision, healthcare ethics and risk management, nursing case management, and shared governance will be explored. The course also emphasizes systemic effectiveness and individual performance strategies to improve care quality and minimize risk of harm to patients and providers. Outside preparation and study time, in addition to regular classroom activities, is required to complete the class assignments. The type of outside preparation may take the form of homework assignments, projects, reading, and required studying.

1. Examine leadership and management concepts and skills to create a culture of safety and quality as a member of the interprofessional healthcare team.
2. Reflect on the role of nursing in influencing healthcare systems and policies.
3. Evaluate the role of nursing leadership in fostering interprofessional collaboration and quality care delivery.
4. Examine the impact of health promotion, cultural humility, and quality improvement processes on patient-centered care across the lifespan.
5. Engage in quality initiatives and healthcare systems that improve the quality of care and advance the nursing profession.
6. Evaluate knowledge and skills of problem-solving, time and stress management, priority setting, interprofessional delegation and collaboration, and advocacy in complex healthcare environments.
7. Develop a personal career plan that reflects future nursing roles and professional development responsibilities.

### **NUR405- Media Society and Health- 3.0 Semester Credit Hours**

Prerequisites: NUR101 Patient Centered Nursing Practice; NUR314 Healthcare Technology and Information Management; NUR402 Ethical and Legal Considerations in Nursing

Co-requisites: None

This course focuses on the way messages from interpersonal, organizational, and media sources affect health belief and behavior. Students will explore theory and research on communication in health and illness contexts, focusing on mechanisms through which the mass media may affect health, including the influence of health news coverage and health information online on individual health behavior and public health policy, the potential health effects of advertising and entertainment programming, and the alternative approach to health promotion known as media advocacy. An understanding of perspectives from various stakeholders in health-related social media exchanges will be emphasized. Outside preparation and study time, in addition to regular classroom activities, is required to complete the class assignments. The type of outside preparation may take the form of homework assignments, projects, reading, and required studying.

1. Examine how and why social media has become a significant tool in our society.
2. Examine the impact of media on health beliefs, health behaviors, and the provision of healthcare.
3. Evaluate how people use digital health technologies and interpret the health information found on social media.
4. Review concepts that enhance understanding of the relationship between social media and health.
5. Apply understanding of the impact of media communication on health-related topics in popular culture.

### **NUR 411- Transition to Professional Nursing-7.0 Semester Credit Hours**

Prerequisites: NUR401 Nursing in Community and Public Health; NUR402 Ethical and Legal Considerations in Nursing; NUR403 Nursing Medical Surgical Practice III

Co-requisites: NUR404 Nursing, Collaboration and Quality II

This course provides students with opportunities to develop increasing levels of autonomy in the management of care for several patients. Classroom, laboratory, and clinical experiences facilitate the synthesis of knowledge and skills from the nursing curriculum to support mastery of essential concepts for beginning nursing practice and the successful transition from student to professional nurse. Career planning, licensure preparation, and strategies for adapting to the evolving healthcare environment will also be explored. Outside preparation and study time, in addition to regular classroom activities, is required to complete the class assignments. The type of outside preparation may take the form of homework assignments, projects, reading, and required studying.

1. Synthesize nursing knowledge and skills to enhance role development as care giver, interprofessional collaborator, patient education, and manager of care.
2. Use a clinical decision-making process to make sound clinical judgements in the provision of safe, patient-centered care.
3. Collaborate with patients, families, and members of the healthcare team to prevent, support, and restore optimum states of health and wellness for patients throughout the continuum of care.
4. Apply best evidence and innovative technologies to enhance communication, knowledge development, and clinical judgement.
5. Engage in quality improvement processes to improve patient and staff safety, care

quality, and health outcomes.

6. Demonstrate professional behaviors of accountability and cultural competence in all healthcare and educational settings.
7. Develop a transition plan for entry into professional practice, including preparation for licensure exams (e.g., NCLEX-RN).

## **PROGRAM TUITION SCHEDULES**

	<b>Tuition 1<sup>st</sup> Academic Year<sup>^</sup></b>	<b>Tuition 2<sup>nd</sup> Academic Year</b>	<b>Tuition 3<sup>rd</sup> Academic Year</b>	<b>Tuition 4<sup>th</sup> &amp; 5<sup>th</sup> Academic Year</b>	<b>Books and Supplies*</b>	<b>Registration Fee**</b>	<b>Total Program Charges</b>
<b>Bachelor of Science in Nursing</b>	<b>\$16,200</b>	<b>\$16,800</b>	<b>\$16,200</b>	<b>\$22,800</b>	<b>\$3,018</b>	<b>\$100</b>	<b>\$75,118</b>

<sup>^</sup>For Federal Financial Aid purposes, an academic year is a minimum of 30 weeks, 900 clock hours, or 24 semester credits.

\*Books and Supplies consist of Uniforms, Textbooks, Supplies, and Tutoring.  
Also Review Courses where License or Certification is required.

\*\* Non-refundable.

The cost of attendance (COA)—is an estimate of expenses and costs for a typical student to attend a college or university for one academic year. Don't be confused by the COA you see on your financial aid package. Your cost of attendance doesn't only include tuition; it also takes your basic living expenses into account. It includes estimated costs you may incur for housing, food, transportation, and other miscellaneous expenses. These are expenses you incur and do not pay to the College. For informational purposes, the average monthly estimated costs for a student who lives off-campus for the 2025-2026 school year, according to the California Student Aid Commission, is \$3,015 per month. This average monthly cost for the number of months of the program should be added to the costs for tuition, fees, books, and other institutional charges to calculate the total cost of attendance. The actual individual student's cost of living will vary.

Financial arrangements must be completed by the first day of class, which may include student payments made directly to the College. Payments may sometimes be arranged with approval of the Campus Director. If the students' payments are late, then a 5 % late charge on the unpaid past due balance will be added monthly, three days after the due date.

Students attending most health care programs will receive uniforms as follows:

**Women**      \* 2 – Regulation Uniforms  
**Men**         \* 2 – Regulation Uniforms

(\* Other required apparel, i.e. shoes, supplied by the student.)

The books may vary according to need and decision of the College. Supplies will be distributed on an "as needed" basis. Supplies do not include what would be considered normal "school supplies," i.e., note paper, pens, pencils, ring binders, etc.

### **Textbook Information**

Every student is given a list of required program textbooks upon enrollment. The textbook list includes the name of the book, the author, edition, ISBN, the retail cost, and the cost to purchase the book through the College. The student is given the option to purchase the textbooks through the College or opt-out and purchase the items elsewhere.

## **REFUND POLICY**

### ***Prior to the Start of Classes***

If the applicant is not accepted by the College, all monies paid, including tuition and registration fee will be refunded.

If the applicant is accepted by the College and does not start classes, all monies paid, including tuition and registration fee will be refunded.

### ***During the Cancellation Period*** (First Seven Calendar Days After You Start Your First Class)

If the applicant is accepted by the College, starts classes, and cancels their enrollment within the allowable cancellation period (on or before midnight of the seventh calendar day after you have started your first class), all monies paid, minus a \$150 deposit, will be refunded (see Program Tuition Schedules – page 66).

The student must give written notice of cancellation to the College by mail, hand delivery, or email. If the notice is mailed, the postmark is considered the effective date of cancellation.

### ***After the Cancellation Period***

The student has the right to withdraw at any time. If the applicant is accepted by the College, starts classes, and elects not to continue after midnight of the seventh calendar day after the student has started their first class, the student will be considered a voluntary Withdrawal. The student will be charged a prorated amount of tuition and fees, up to 100% of the program length, according to the method below.

### ***Institutional Refund Policy***

- a. Determine the total amount of tuition and fees charged to the student; deduct the one-time charges such as the registration fee not to exceed one hundred fifty dollars (\$150) and the cost of used equipment, books, and supplies fees from the total tuition charge. (Note that unused books, educational supplies and equipment are not included in this offset, and will be separately evaluated on a case-by-case basis.)

**Example: \$15,495 tuition/fees - \$100 registration fee - \$800 used equipment/books/supplies fee = \$14,595 charges subject to proration.**

- b. Divide this figure by the number of hours in the program.

**Example: \$14,595 charges/900 clock hours in program = \$16.21 per clock hour.**

- c. The amount owed by the student for purposes of calculating a refund is derived by multiplying the total hours measured from the first day of instruction as set forth in the Enrollment Agreement through the Last Date of Attendance (LDA) regardless of absences by the hourly charge for instruction.

**Example: \$16.21 per hour x 450 clock hours scheduled through the LDA = \$7,294.50 prorated tuition.**

- d. The prorated tuition is added to the registration fee and the cost of used equipment, books, and supplies issued by the College to determine the total amount of charges the student is obligated to pay.

**Example: \$7,294.50 + \$100 registration fee + \$800 used equipment/books/supplies issued by the College = \$8,194.50 amount the College is allowed to retain.**

- e. The amount the student has paid for the program is subtracted from the amount the College is allowed to retain to determine if the student has a balance due or a refund is due.

**Example: \$8,194.50 amount the College is allowed to retain - \$9,672.00 amount paid = \$1,477.50 refund due to student.**

## **WITHDRAWAL POLICY**

**Official (Voluntary) Withdrawal:** To be considered an official Withdrawal, the student must notify the College of his/her intent to withdraw. Notification may be provided via written notice to the Campus Director or Office of the Registrar by mail, hand-delivery, or email.

**Unofficial (Administrative/Termination/Dismissal) Withdrawal:** A student will be unofficially withdrawn by the College for the following reasons:

- a. failure to attend classes for a period of 14 scheduled calendar days;
- b. failure to return from a Leave of Absence (LOA);
- c. violation of the student Code of Conduct, pursuant to College disciplinary procedures;
- d. violation of the satisfactory academic progress policy; and
- e. serious violation of any College policy, pursuant to College disciplinary procedures.

## **TUITION AND/OR OTHER FEE PAYMENTS**

### ***In School Students***

Payment of tuition, as listed on a student's Retail Installment Contract (RIC), is due and payable on the first day of every month, whether or not an invoice has been received. Payments not made within five (5) business days of the scheduled due date may be subject to a late charge. If no payment is received ninety (90) days after payment is due, the student may be removed from class until all payments are current. Students who fail to meet their monthly payment obligations may be restricted from registering for the next term/semester/course, and could face delays in progressing through their program.

If the student is out of class for 14 consecutive days, the student is subject to Unofficial Withdrawal from the College.

### ***Out of School Students***

Payment is due on the first day of the month as listed in the student's Retail Installment Contract (RIC) regardless of whether an invoice has been received. Payments not made within five (5) business days of the scheduled due date may be subject to a late charge. Failure to make payments as stated in the RIC may result in the account being turned over to a collection agency.

### ***Delinquent Accounts and Access to Records and Services***

Failure to meet your financial obligations to the College may result in termination/dismissal. The College reserves the right to hold a graduate's diploma until the student's account is current.

### ***FINANCIAL AID INFORMATION***

North-West College participates in federal and state financial aid programs. All applicants must fill out the *Free Application for Federal Student Aid* (FAFSA®) and meet with the Financial Aid Office either by telephone (858-715-1120) or in person on campus to complete the financial aid process.

### ***FINANCIAL AID STUDENTS RIGHTS***

Students have the right to know:

- The types of Financial Aid available at North-West College;
- The basis for eligibility and the process for obtaining Financial Aid;
- The types of Financial Aid awarded to the student and the conditions of the Financial Aid award under which the student agrees to comply;
- The standards under which a student maintains and reestablishes eligibility for Financial Aid;
- The method and timing of the disbursement of Financial Aid;
- The terms of any Direct Loan received by the student;
- The general terms applicable to any Federal Work-study employment;
- The refund policy of the College, including the Return of Title IV funds;
- Information regarding the institution; and
- Information regarding the retention and completion rates.

This information is available in the Financial Aid Department, on the institution's website and/or included within this catalog.

### ***FINANCIAL AID PROGRAMS***

The following financial aid programs are available to students at North-West College subject to individual qualifications and eligibility.

***Federal Pell Grant*** – This is a grant that does not have to be repaid. Federal Pell Grants usually are awarded only to undergraduate students who have not earned a bachelor's or a professional degree. Amounts can change yearly and the amount you get, though, will depend on:

- your financial need,
- your cost of attendance,
- your status as a full-time or part-time student, and
- the program of study - whether a full academic year or less.

You may not receive Federal Pell Grant funds from more than one school at a time and Pell Grant eligibility is capped at 600% of Lifetime Eligibility Used (LEU).

***Federal Supplemental Educational Opportunity Grant*** – Students who receive a Federal Pell Grant and have the most financial need may receive FSEOG. The FSEOG does not need to be

repaid. The FSEOG program is administered directly by the financial aid office and student awards are limited and range from \$100 to \$500 per year.

**Federal Work Study** – This program provides part-time employment for undergraduate and graduate students with financial need, allowing them to earn money to help pay education expenses. The program encourages community service work and work related to the student's course of study. The student should check with the Campus Director for the availability of work-study employment opportunities.

**Federal Direct Subsidized Loan** – These loans are available to undergraduate students and eligibility is based upon the student's need and program length. The U.S. Department of Education pays the interest or subsidizes the loan while the student is in school at least half-time, for the first six months after leaving school (referred to as a grace period), and during a period of deferment (a postponement of loan payments). Loan amounts may be up to \$3,500 for a first year student and \$4,500 for a second year student. Please note that the US Department of Education has a Subsidized Usage Limit rule. This rule only applies to new students who do not have prior student loan indebtedness on July 1, 2013 and thereafter. If a student had no loan indebtedness, then the student will be tracked by the US Dept. of Education for as long as the student is enrolled to make sure they complete the program of study within 150% of the published program length. If the student does not complete the program of study within this timeframe, then the student will lose the interest subsidies on the Direct Subsidized loan and the interest on the loan will accrue as though it was a Direct Unsubsidized loan.

**Federal Direct Unsubsidized Loan** – These loans are available to undergraduate students and there is no requirement to demonstrate financial need. Eligibility is based upon the cost of attendance, other financial aid awards that the student receives, and dependency status. The student is responsible for paying the interest on a Direct Unsubsidized Loan during all periods. Loans may be up to \$6,000 for a first or second year independent student or for a first or second year dependent student whose parent(s) do not qualify for a Parent (PLUS) Loan and may be up to \$2,000 per year for all other dependent students.

**Federal Direct PLUS Loan** – PLUS loans are federal loans that parents of dependent, undergraduate students can use to help pay education expenses. The U.S. Department of Education grants Direct PLUS Loans and the borrower must not have an adverse credit history. The maximum loan amount is the student's cost of attendance minus any other financial aid awards received.

**Payment Plans** – Students may also choose to make payments towards their tuition and fees directly to the College. Scheduled tuition payments are due on the first of every month.

**Alternative Loans** – Students who have limited financial aid assistance may qualify for other alternative educational loans to cover their tuition and fees through a private lender.

**Loan Repayment Policy** – If a student obtains a loan to pay for an educational program, the student will have the responsibility to repay the full amount of the loan plus interest, less the amount of any refund. If a student receives federal student financial aid funds, the student is entitled to a refund of the moneys not paid from federal student financial aid program funds.

If a student obtains a loan to pay for an educational program, the student will have the responsibility to repay the full amount of the loan plus interest, less the amount of any refund, and that, if the student has received federal student financial aid funds, the student is entitled to a refund of the moneys not paid from federal student financial aid program funds.

## **RETURN OF TITLE IV FUNDS**

The College must calculate the amount of financial aid a student has earned when the student withdraws. A student can officially withdraw by submitting a notice of withdrawal to the Campus Director or Office of the Registrar. A student will be Unofficially Withdrawn for failing to attend classes for 14 consecutive calendar days, violating the student Code of Conduct, violating the Satisfactory Academic Progress (SAP) policy, or any other serious violation of College policy.

Financial aid is awarded by enrollment period, which is an academic year or less. When the student withdraws, a portion of the financial aid may need to be returned to the lender (generally the US Department of Education or loan servicer). This calculation is separate from the Institutional Refund Policy, stated above, which only determines the student's tuition and fees obligation. The College is required to return unearned financial aid; the student may then owe the College a remaining balance originally paid by financial aid funds. The student may also be required to return financial aid funds previously released to them for living expenses.

The calculation of the amount of earned financial aid is based upon the percentage of the academic year or period of enrollment the student completed at the point of Withdrawal. Up through the 60% point in each payment period or period of enrollment, a pro-rata schedule is used to determine the amount of Title IV funds the student earned at the time of withdrawal. The student's last day of attendance is considered the withdrawal date. In order to determine how much financial aid the student has earned, and what must be returned, the College calculates the amount of financial aid the student has earned using the following formula:

1. The Percentage of the Period of Enrollment Completed – To determine the percentage of the period of enrollment completed, count the number of calendar days completed between the first day of the period of enrollment and the last day of attendance; this number is then divided by the total number of days in the period of enrollment. Weekends, holidays, and non-class days are included; only scheduled breaks of 5 days or more and approved Leaves of Absence are excluded. For example: the student completed 55 days of a 210-day period of enrollment or 26.2%. This is the percentage of financial aid the student has earned for the period of enrollment.
2. The Percentage of Title IV Aid Earned – The net amount of financial aid disbursed and what could have been disbursed is determined for the period of enrollment; this amount is multiplied by the percentage of the period of enrollment completed. The result is the amount of earned financial aid. For example: the student was disbursed/could have been disbursed \$16,000.00 in financial aid for the period of enrollment x 26.2% earned = \$4,192.00 earned financial aid for the period of enrollment.
3. Total Amount of Title IV Aid To Be Disbursed or Returned – The earned financial aid is subtracted from the financial aid that was actually disbursed to, or on behalf of, the student to determine if any earned financial aid must be returned to the financial aid programs or if the student is due a post-withdrawal disbursement. For example:  
 $\$8,000.00$  actually disbursed financial aid -  $\$4,192.00$  earned financial aid =  $\$3,808$  unearned financial aid which must be returned.

If, at the time of Withdrawal, all awarded financial aid has not been disbursed, the student may be eligible for a "Post-Withdrawal" Disbursement. Certain funds may not be eligible for disbursement due to other eligibility reasons. If the student is eligible for a Pell Grant post-withdrawal disbursement, it will be disbursed and credited to the student's account within 45 days of Withdrawal. If the student is eligible for a Direct Stafford Loan and/or a Direct PLUS

Loan post-withdrawal disbursement, the borrower will be notified within 30 days of Withdrawal and must approve the disbursement within 14 days of receipt of the notice. If a response is not received within 14 days of the notification, the post-withdrawal Direct Loan disbursement will not be disbursed and credited to the student's account. All post-withdrawal disbursements will be applied first to the student's account balance. If the student's account balance is less than the post-withdrawal disbursement, a credit balance may be created when the disbursement is applied. A credit balance resulting from a post-withdrawal disbursement will be refunded to the student as soon as possible and no later than 14 days after the credit balance is created.

If the student's account has a credit balance after the completion of the R2T4 calculation, the resulting credit balance will be refunded to the student as soon as possible and no later than 14 days after the completion of the R2T4 calculation.

If the student received financial aid in excess of institutional charges for living expenses, the College is only required to return the unearned portion of financial aid that was used to pay institutional charges. Any unearned financial aid that is part of the funds the student received will be returned by the student to the appropriate financial aid program. This is called an overpayment and the student will be notified if this type of return of funds is required. Loan overpayments are generally paid in the normal course of loan repayment. Pell Grant overpayments are rare, but can occur. These types of overpayments can be paid to the College within the first 30 days after notification. However, if no payment is received after the 30-day period has elapsed, the College will refer the overpayment to the U.S. Department of Education Student Credit Management Collections, and subsequently, the student will be ineligible for additional financial aid until the overpayment is resolved.

Unearned financial aid must be returned to the financial aid programs within 45 days of the date of determination of withdrawal in the following order:

- Direct Unsubsidized Loan
- Direct Subsidized Loan
- Direct PLUS Loan Program
- Federal Pell Grant Program
- Federal SEOG Program
- Other assistance awarded under this title for which return of funds is required.

There are special Title IV withdrawal rules for a quarter or semester that has modules (courses that do not span the entire length of the term). A student is not considered withdrawn for Title IV purposes if at the point of ceasing participation the student:

- successfully completes 49% of the days in the term,
- earned half-time credits (6-semester credits) during the term, or
- completes all of the program requirements and is considered a graduate.

For days to count toward the 49% requirement, the student must receive a passing grade in at least one course that spans an entire module.

If the student meets any of these conditions, the student is not considered to be withdrawn for Title IV purposes, and all aid received for the term is retained. If grades for the term are not received within 30 days from the date the College has determined the student ceased participation, the student will be processed as a Title IV withdrawal. If a passing grade is received at a subsequent point, the College will reevaluate the student's withdrawn status and may reverse the Title IV refund calculation and refund payments.

## PROGRAM INFORMATION†

### PROGRAM CREDIT HOURS & OUTSIDE PREPARATION HOURS REQUIRED

Program Title	•Semester Credit Hours for Accreditation and Possible Articulation	••Semester Credit Hours to meet U.S. Dept. of Education Guidelines for Financial Aid	•••Course Hours	•••••Outside Preparation Hours	Total Hours	Intern/Extern/ Clinical Hours (Included in Total Hours)	Total Weeks
Bachelor of Science in Nursing	120	120	N/A	N/A	N/A	630	144

The table above shows course hours and outside preparation hours required for the student's ease of understanding.

† All programs are systematically divided into courses making it easy for the student to enter at multiple times during the year and begin their program of study. This may allow the student to repeat a course, if it becomes necessary. Students needing to repeat more than one course or term may be assessed additional tuition at regular tuition rates.

- Semester Credits are based on the following formula:
  - 15 Hours Lecture = 1 Semester Unit
  - 30 Hours Laboratory = 1 Semester Unit
  - 45 Hours Internship = 1 Semester Unit
- For Federal Financial Aid purposes, the formula used to determine a semester credit is:
  - 37.5 Total Hours = 1 semester credit
- ADN and RN-BSN Program Semester Credits:
  - 1 Semester Unit = 16 hours Lecture
  - 1 Semester Unit=48 hours Laboratory
  - 1 Semester Unit=48 hours Clinical

••• Clock Hours are based on the following formula: 1 Clock Hour = 50-60 minutes

•••• These hours are based on the ABHES formula for approval of Outside Work Clock Hours.

\* Includes internship hours from 15-20 hours per week served concurrently with class attendance.

\*\*These hours are done in conjunction with the theory hours, under the supervision of an instructor.

\*\*\*Only those students who have met the attendance and financial requirements set by the College and who are considered competent in all areas of their studies are allowed to progress to clinical. Students who are not able to demonstrate competency will not be released for clinical, and will be required to repeat course work needed to improve the necessary skill sets.

North-West College measures most of its programs in "semester credits" shown on the table above. The Vocational Nursing program is a clock hour program. This method allows other learning institutions to evaluate the student's work if the student wishes to attend another educational institution.

## GRADING SYSTEM

### Required Grades

All students are evaluated on their practical performance as well as their written work. Students are expected to progress at a standard learning pace. Students having difficulty with a standard pace will be given tutoring help, at no extra charge. The following grade scale is used:

100% - 90%	=	A	=	4	=	Superior
80% - 89.99%	=	B	=	3	=	Above Average
70% - 79.99%	=	C	=	2	=	Average
69.99% - or	=	F	=	0	=	Failure
Below						
Transfer Credits	=	TC	=	0	=	Transfer Credits
		W	=	0	=	Withdrawal (*Please see the note below)
		P	=	0	=	Pass
		NP	=	0	=	No Pass
		AU	=	0	=	Audit
		I	=	0	=	Incomplete (*Please see the note below)
		REM	=	0	=	Remediation

**\*Incomplete:** Not completing a course or failure to complete all work related to the course due to extenuating circumstances including but not limited to documented illness. An Incomplete (I) becomes a Failure (F) if the work relating to the Incomplete has not been completed within fourteen (14) days of the end of the course. If a student repeats a subject, both grades will be posted to the student's transcript.

**\*Withdrawal:** A grade of "W" will be posted to the student's transcript for any student who formally withdraws from a program, is withdrawn by the College, or has an approved Leave of Absence (LOA) prior to the completion of 50% or less of the total course hours. A grade of "F" will be posted to the student's transcript for any student who formally withdraws or is withdrawn by the College or requests a LOA after completion of more than 50 % of the total course hours.

### Course Repeat Grade Policy

If a student repeats a course, both grades achieved will be posted to the student's transcript.

### Final Examinations

Each program may include a comprehensive learning assessment (exam) covering all material presented in a particular course and/or the program. Students will be provided advanced notification of these examinations and their scheduled dates during the course of their program.

## **SATISFACTORY ACADEMIC PROGRESS**

All students must progress toward completion of their program of study at a pace specified by the Satisfactory Academic Progress (SAP) policy. This policy applies to all students regardless of how they pay for tuition.

Students who receive federal financial aid must also meet the SAP policy requirements to maintain their financial aid eligibility. The Higher Education Act, as amended by the U.S. Congress, mandates that higher education institutions establish minimum standards of SAP for students receiving Title IV financial aid, as well as equivalent measures and policies for those students who do not receive Title IV financial aid.

### ***Requirements:***

#### **Qualitative Requirement – Cumulative Grade Point Average**

Students must maintain a cumulative grade point average (CGPA) of 2.0 in all programs except Vocational Nursing. Students in the Vocational Nursing program must maintain a CGPA of 3.0.

#### **Quantitative Requirement – Pace of Completion**

Students must successfully complete 67% of the cumulative credits or clock hours attempted. Credits and clock hours are considered successfully completed when the student earns a grade of A, B, or C in all program courses except Vocational Nursing. Vocational Nursing program require that the student earns a grade of A or B grade to successfully complete a course. A student is required to successfully complete all required program credits to graduate.

#### **Maximum Timeframe**

Students are required to complete their program of study within one and a half times the scheduled length of their program of study. For example, a student in a 25 credit program may only attempt 37.5 credits towards the completion of that program of study.

### ***SAP Evaluation Periods:***

SAP is evaluated at the end of each SAP Evaluation Period. The SAP Evaluation Period consists of one half of the program credits and weeks for students in a program of study of one academic year or less. The College's SAP Evaluation Period is the also the same as the financial aid payment period for those students eligible for Student Financial Aid.

For programs of study that are greater than one (1) academic year, the SAP Evaluation Period is equal to one half of each academic year, which is usually 12 credits and 15 weeks.

For clock hour programs, the SAP Evaluation Period is 450 clock hours and 15 weeks. SAP is evaluated after the student successfully completes the clock hours in each evaluation period.

### ***SAP Sanctions:***

Students are considered to be making Satisfactory Academic Progress (SAP) when they begin their program and maintain the minimum SAP requirements at each subsequent SAP Evaluation Period point. Students not meeting the SAP requirements at any evaluation point will be:

- subject to sanctions, including SAP Warning, SAP Probation, and/or dismissal/termination
- at risk for being dismissed/terminated from their program of study, and
- at risk of losing their financial aid eligibility (if Student Financial Aid-eligible).

A student who has not met all of the SAP requirements will receive a letter to notify him or her of a change in SAP status (from good SAP standing to SAP Warning). The letter will also include financial aid information if the change in SAP status has impacted his or her financial aid eligibility.

If at any time it is determined that a student cannot complete his or her program of study within the maximum time frame (MTF) or when it is determined that the student cannot achieve the CGPA required for completion of the program of study, the student will be subject to dismissal/termination from the program of study. The student will also become ineligible to receive additional financial aid.

### ***SAP Warning:***

If a student fails to meet any of the SAP requirements and was in good SAP standing during the prior SAP Evaluation period, the student will be placed on SAP Warning status for one SAP Evaluation period. At the next SAP evaluation point, the student will return to good SAP standing if he or she meets all of the SAP requirements. If the student does not meet all of the minimum SAP requirements at the end of the SAP Warning period, the student will become ineligible to receive financial aid. The student can appeal the financial aid ineligibility determination.

### ***SAP Appeals:***

A student who has not met the terms of the SAP Warning period and lost financial aid eligibility may appeal the lost financial aid eligibility within ten (10) business days following notification. Only appeals based on extenuating circumstances, such as a serious illness, hospitalization, extreme family emergency, or death in the family will be considered in support of an appeal. Circumstances related to the student's lack of maturity or commitment to the program of study are not an acceptable basis for appeal.

All appeals must be submitted in writing and the student must provide documentation to support the appeal. In the written appeal letter, the student must explain the extenuating circumstances and what has changed to allow him or her to make SAP at the next evaluation. Documentation to support the extenuating circumstance must also be submitted. Documentation to support the potential for achievement of SAP during the next Evaluation Period may also be requested.

The appeal procedure and a sample appeal letter may be obtained in the Financial Aid Office.

Appeals will be reviewed by the Campus Director within ten (10) business days. The decision of the Campus Director is final.

Students whose appeal is approved will be notified in writing, placed on SAP Probation status for one (1) evaluation period, and will regain eligibility for financial aid disbursements for that evaluation period. If the appeal is denied, the student will not be eligible for Federal financial aid disbursements, must obtain other means of financing their education, and may be subject to withdrawal/termination.

### ***SAP Probation:***

A student whose appeal is approved is placed on SAP Probation for one (1) SAP Evaluation Period and an Individualized Education Academic Plan will be developed and implemented (see below). At the next SAP Evaluation Period point, the student will be returned to good SAP standing if he or she meets all of the SAP requirements. If the student does not meet all of the

minimum SAP requirements, the student will be subject to dismissal/termination from the program of study. The student will also become ineligible to receive financial aid.

### ***Individualized Education Academic Plan (IEAP):***

An Individualized Education Academic Plan (IEAP) is developed for a student who has not met the minimum SAP standards and whose appeal has been approved and the student has been placed on SAP Probation. A student on an IEAP will be required to meet the standards set forth in the plan to maintain enrollment and, if applicable, financial aid eligibility. If the student meets all of the SAP requirements of the IEAP, the student will return to good SAP standing. If the student does not meet the terms of the IEAP, the student will be dismissed/terminated from the College and will become ineligible for financial aid.

### **Incompletes, Withdrawals, Repeats, Audited Courses, Transfer Credits, and Program Changes:**

#### **Incomplete**

Incomplete (I) is an interim grade given to a student who is not able to complete a course. An Incomplete (I) becomes a Failure (F) if the work relating to the Incomplete has not been completed within 14 days of the end of the course. SAP is recalculated following the grade change. If a student repeats a subject, both grades will be posted to the student's transcript.

An Incomplete (I) will not be considered as an attempted credit, will not be included in the calculation of CGPA, and must be updated within 14 days of the grade change.

#### **Withdrawal**

A student who is either terminated by the College or voluntarily withdraws from a course before completion of 50% or more of the course will receive a grade of Withdrawal (W). A student who is either terminated by the College or voluntarily withdraws from a course after completion of 50% or more of the course will receive a grade of Fail (F). The grade of Withdrawal (W) will be recorded on the student's transcript and considered attempted credit or clock hours, but will not be included in the calculation of CGPA.

#### **Repeats**

Students who fail a course must repeat that course in order to graduate. Applicable tuition for the repeated course may be assessed.

A student may elect to repeat a course(s) to improve their CGPA, upon approval by the Campus Director or Corporate Director of Academic Operations, and subject to course availability and course seat availability. If a student repeats a course, both grades will be recorded permanently. Students may be charged tuition at the prevailing tuition rate.

## **Course Audit**

A student who is attending a course for no credit must receive prior approval from the Campus Director or Program Director before being scheduled for audit. The student is expected to participate in course discussions, projects, but will not be required to take examinations. Audited courses do not apply toward credit and do not count as part of a student's full or part-time schedule for purposes of financial aid. An audit (AU) will be recorded on the student's transcript, but will not be considered as an attempted credit, and will not be included in the calculation of GPA. Students cannot audit a course to preview course content.

## **Transfer Credits**

Transfer credits from other institutions that apply to a student's program of study are not counted in the CGPA, but are counted as both attempted and earned credits for the purposes of SAP.

## **Program Changes**

Students who desire to change their program of study must meet with the Campus Director or designee for approval and to complete a new Enrollment Agreement. The College will determine which courses transfer to the new program of study. Applicable courses transferred between programs of study will be included in all SAP evaluations.

## ***Additional Satisfactory Academic Progress (SAP) Requirements (Associate of Arts in Nursing Program)***

In addition to meeting the College's required progress towards completion, students enrolled in these two programs must satisfy all of the academic requirements as described in their corresponding student handbook.

## ***Grade Requirements (Associate of Arts in Nursing Program)***

All students are evaluated on their practical performance as well as their written work. Students are expected to progress at a standard learning pace. Students having difficulty with a standard pace will be given tutoring help, at no extra charge. The following grade scale is used:

100% - 90%	=	A	=	4	=	Superior
89% - 80%	=	B	=	3	=	Above Average
79% and below	=	F	=	0	=	Failure

After completion of the Associate of Arts in Nursing program, a review class will be offered to graduates to prepare them for the NCLEX-RN® exam. There will be no charge for this. Review classes will also be available as needed for any students who have not been successful on the NCLEX-RN®.

### ***DISMISSAL/TERMINATION POLICY***

A student is subject to dismissal/termination for violating any of the following:

1. Failure to maintain Satisfactory Academic Progress (SAP).
2. Failure to comply with the College's Attendance Policy.
3. Failure to comply with the College's Student Conduct Policy.
4. Failure to satisfy all financial obligations to the College per the Financial Obligation Policy.
5. Violation of any of the conditions as set forth and agreed to in the College's Enrollment Agreement.

Please refer to the specific descriptions of each of the above policies in this College Catalog or the College's Enrollment Agreement for further clarification.

Additionally, an Associate of Arts in Nursing student, Vocational Nurse student, or Surgical Technology student can be terminated for an incomplete or unacceptable health screening result, being deemed clinically unsafe by their instructor and/or Program Director, and/or for dismissal from a clinical affiliate site at the site's request.

### ***RE-ADMITTANCE POLICY***

Students who have been terminated/withdrawn from the College may apply for re-admission at the discretion of the Campus Director. The student must show that the previous cause(s) leading to the termination/withdrawal have been addressed. The Campus Director will review all such cases, and may place certain requirements upon students requesting to be readmitted.

### ***ARTICULATION AGREEMENTS***

North-West College has established an articulation agreement with Glendale Career College and Nevada Career Institute.

North-West College does not accept transfer credits for advanced placement (AP) coursework or examinations due to the technical nature of our programs.

### ***RETENTION OF STUDENT RECORDS POLICY***

All student records will be maintained for a period of no less than five (5) years. Student transcripts will be maintained indefinitely.

## **FACULTY INFORMATION**

### ***Our Staff and Faculty***

Faculty in the College's occupational programs are required to have, at a minimum, three (3) years of actual work experience in their field. Faculty providing instruction in programs which lead to licensing and/or certification are required to maintain their own licenses and certifications as well.

### ***Associate of Arts in Nursing***

Faculty in the College's Associate of Arts in Nursing program are required to have a valid and current license in the State of California to practice as a Registered Nursing (RN), and meet all state requirements to hold those licenses. The Associate of Arts in Nursing program is approved by the California Board of Nursing (CBRN). Information on further requirements for faculty teaching either theory or clinical classes is available on their website at [rn.ca.gov](http://rn.ca.gov).

### ***General Education Faculty***

At least 50 percent of general education courses taught are taught by faculty possessing a master's degree or higher with academic preparation in the specific courses being taught. In all cases, the degree must be from an institution accredited by an agency recognized by the U.S. Secretary of Education or the Council on Higher Education Accreditation.

### CAMPUS LEADERSHIP\* AND STAFF

Name	Title	Status
Kimberly Wiegand, DNP, MBA, RN, CNE	Interim Campus Director/Dean	Full-time
Haleigh Johnson	Front Desk	Full-time
Garret Farley	Director of Admissions	Full-time
Ruy Carreto Cabrera	Admissions Representative	Full-time
Lizette Vera	Financial Aid Advisor	Full-time
Maria Carmona-Herrera	Librarian	Part-Time

### CAMPUS FACULTY- NWC-Provo

Name	Title	Status	Education
Brandy Ferrera	Adjunct Faculty- Nutrition	Part-time	MS Nutrition, Univ of Bridgeport Doctorate of Chiropractic, National University BA UW Milwaukee
James Dinetta	Adjunct Faculty- Critical Thinking	Part-time	MA Philosophy, University of North Florida BA Philosophy University of New Mexico
Warren Chase Brown	Adjunct Faculty-Biological Sciences	Part-time	MBA, University of Utah BA Biology University of Utah
Leslie Reynolds	Adjunct Faculty- Medical Terminology	Part-time	M.Ed., Franklin University BS Health Sciences Franklin University
Sarah Safsten	Adjunct Faculty- English Comprehension	Part-time	MA Teaching, Utah Valley University MFA Creative Writing, Brigham Young University BA English Brigham Young University

### CORPORATE LEADERSHIP AND SUPPORT TEAM

Name	Title	Status
Mitchell Fuerst	President	Full-Time
Lisa Fuerst	Vice President	Full-Time
Beylor Meza	Chief Operating Officer	Full-Time
Jason Li	Chief Financial Officer	Full-Time
Serjik Kesachekian	Chief Compliance Officer	Full-Time
Brooke Allen	Executive Director of Operations	Full-Time
Nancy Aguillon	Corporate Executive Director of Admissions	Full-Time
Maggie Macias	Regional Director of Operations	Full-Time
Dr. Janelle Sokolowich	Chief Academic Officer	Full-Time
Dr. Andrew Nydegger	Regional Director of Operations	Full-Time
Dr. Kimberly Wiegand	Dean of Post Licensure RN Programs	Full-Time
Dr. Tami Little	Director of Nursing Regulatory Affairs	Full-Time
Marlene Melgar	Corporate Director of Fiscal Operations & Regulatory Compliance	Full-Time
Shirley Powell	Corporate Director of Facilities and Internal Compliance	Full-Time
Iraklis Notis	Corporate Director of Information Systems	Full-Time
Maggie Macias	Regional Director of Operations	Full-Time

Lupita Macias	Corporate Director of Academic Operations	Full-Time
Doug Cowley	Corporate Director of Marketing	Full-Time
Rosie Franco	Corporate Director of Team Member Experience	Full-Time
Karina Reel	Corporate Director of Financial Aid Operations	Full-Time
Lida Castillo	Regional Director of Financial Aid Operations	Full-Time
Sulma Rivas	Corporate Director of Career Services	Full-Time
Katia Quintana	Regional Director of Career Services	Full-Time
Manpreet Sikka	Manager of Accreditation and Compliance	Full-Time
Katlin Koster	Senior Regional Director of Education	Full-Time
June Trujillo	Regional Director of Education	Full-Time
Tamara Gwinn	Regional Director of Education	Full-Time
Luis Areyzaga	Regional Director of Education	Full-Time