



2023 Student Catalog

Volume 2, Effective: November 14, 2023 – January 31, 2024

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

Lamson Institute
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www.lamson.edu/

You are invited to visit our campus. Campus tours are conducted daily.
Additional electronic or paper copies of this catalog are available upon request.

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A Message from the President

Dear Student:

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

For nearly 50 years, IBT as the forerunner of Lamson Institute has had the privilege of helping people get trained in new professions and achieving their goals. We have accomplished this by maintaining modern facility utilizing equipment and tools used in the professions, the latest instructional materials, and a faculty with real world experience. Lamson curriculum is also reviewed on a regular basis by industry professionals to ensure that students are learning relevant information in their chosen fields of study.

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

Sincerely,

Peter Mikhail
President/CEO

Academic Calendar

2023-2024 Modular Programs and Vocational Nursing

Allied Health	
(4 week module)	
Start Date	Graduation Date
1/9/2023	9/15/2023
2/6/2023	10/13/2023
3/6/2023	11/10/2023
4/3/2023	12/8/2023
5/1/2023	1/19/2024
5/29/2023	2/16/2024
6/26/2023	3/15/2024
7/24/2023	4/12/2024
8/21/2023	5/10/2024
9/18/2023	6/7/2024
10/16/2023	7/5/2024
11/13/2023	8/2/2024
12/11/2023	8/30/2024
1/22/2024	9/27/2024
2/19/2024	10/25/2024
3/18/2024	11/22/2024

Electrical Technician	
(6 week module)	
Start Date	Graduation Date
1/16/2023	9/21/2023
2/27/2023	11/2/2023
4/10/2023	12/14/2023
5/22/2023	2/8/2024
7/3/2023	3/21/2024
8/14/2023	5/2/2024
9/25/2023	6/13/2024
11/6/2023	7/25/2024
12/18/2023	9/5/2024
2/12/2024	10/17/2024
3/25/2024	11/28/2024

HVAC	
(6 week module)	
Start Date	Graduation Date
2/6/2023	11/23/2023
3/20/2023	1/18/2024
5/1/2023	2/29/2024
6/12/2023	4/11/2024
7/24/2023	5/23/2024
9/4/2023	7/3/2024
10/16/2023	8/15/2024
11/27/2023	9/26/2024
1/22/2024	11/7/2024
3/4/2024	12/19/2024

Personal Fitness Trainer	
(4 week module)	
Start Date	Graduation Date
7/24/2023	5/10/2024
8/21/2023	6/7/2024
9/18/2023	7/5/2024
10/16/2023	8/2/2024
11/13/2023	8/30/2024
12/11/2023	9/27/2024
1/22/2024	10/24/2024
2/19/2024	11/21/2024
3/18/2024	12/19/2024

Vocational Nursing	
(10-Week Terms)	
Term Start Date	Term End Date
1/23/2023	3/31/2023
4/3/2023	6/9/2023
6/12/2023	8/18/2023
8/21/2023	10/27/2023
10/30/2023	1/19/2024
1/22/2024	3/29/2024
4/1/2024	6/7/2024
6/10/2024	8/16/2024
8/19/2024	10/25/2024
10/28/2024	1/17/2025

Academic Calendar

2023-2026 Cloud Computing and Cybersecurity Associate Program

Academic Year 2023		
Winter Term Starts		January 9, 2023
Winter Term Add/Drop Deadline 6 week1 courses		January 29, 2023
Winter Term Add/Drop Deadline 12 week courses		January 29, 2023
Mini-Term Starts		March 6, 2023
Mini-Term Add/Drop Deadline		March 12, 2023
Winter Term Ends		April 2, 2023
Spring Vacation	From:	April 3, 2023
	To:	April 23, 2023
Spring Term Starts		April 24, 2023
Spring Term Add/Drop Deadline 6 week1 courses		April 30, 2023
Spring Term Add/Drop Deadline 12 week courses		April 30, 2023
Memorial Day Holiday		May 29, 2023
Mini-Term Starts		June 5, 2023
Mini-Term Add/Drop Deadline		June 11, 2023
Independence Day		July 4, 2023
Spring Term Ends		July 16, 2023
Summer Vacation	From:	July 17, 2023
	To:	July 23, 2023
Summer Term Starts		July 24, 2023
Summer Term Add/Drop Deadline 6 week1 courses		July 30, 2023
Summer Term Add/Drop Deadline 12 week courses		July 30, 2023
Labor Day Holiday		September 4, 2023
Mini-Term Starts		September 4, 2023
Mini-Term Add/Drop Deadline		September 10, 2023
Summer Term Ends		October 15, 2023
Fall Break	From:	October 16, 2023
	To:	October 22, 2023
Fall Term Starts		October 23, 2023
Fall Term Add/Drop Deadline 6 week1 courses		October 29, 2023
Fall Term Add/Drop Deadline 12 week courses		October 29, 2023
Veteran's Day Holiday		November 10, 2023
Thanksgiving Day Holiday	From:	November 23, 2023
	To:	November 24, 2023
Mini-Term Starts		December 4, 2023
Mini-Term Add/Drop Deadline		December 10, 2023
Winter Holiday	From:	December 25, 2023
	To:	January 5, 2024
Fall Term ends		January 28, 2024

Academic Year 2024		
Winter Term Starts		January 29, 2024
Winter Term Add/Drop Deadline 6 week1 courses		February 4, 2024
Winter Term Add/Drop Deadline 12 week courses		February 4, 2024
Mini-Term Starts		March 11, 2024
Mini-Term Add/Drop Deadline		March 17, 2024
Winter Term Ends		April 21, 2024
Spring Term Starts		April 22, 2024
Spring Term Add/Drop Deadline 6 week1 courses		April 28, 2024
Spring Term Add/Drop Deadline 12 week courses		April 28, 2024
Memorial Day Holiday		May 27, 2024
Mini-Term Starts		June 3, 2024
Mini-Term Add/Drop Deadline		June 9, 2024
Independence Day		July 4, 2024
Spring Term Ends		July 14, 2024
Summer Vacation	From:	July 15, 2024
	To:	July 21, 2024
Summer Term Starts		July 22, 2024
Summer Term Add/Drop Deadline 6 week1 courses		July 28, 2024
Summer Term Add/Drop Deadline 12 week courses		July 28, 2024
Mini-Term Starts		September 2, 2024
Mini-Term Add/Drop Deadline		September 2, 2024
Labor Day Holiday		September 8, 2024
Summer Term Ends		October 13, 2024
Fall Term Starts		October 14, 2024
Fall Term Add/Drop Deadline 6 week1 courses		October 20, 2024
Fall Term Add/Drop Deadline 12 week courses		October 20, 2024
Veteran's Day Holiday		November 11, 2024
Mini-Term Starts		November 25, 2024
Thanksgiving Day Holiday	From:	November 28, 2024
	To:	November 29, 2024
Mini-Term Add/Drop Deadline		December 1, 2024
Winter Holiday	From:	December 23, 2024
	To:	January 3, 2025
Fall Term ends		January 19, 2025

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

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

Class Schedule:

Classes for all traditional in-classroom programs, with the exception for the Vocational Nursing program, meet Monday through Thursday for 5 hours each day or evening. Whenever a holiday falls on a Monday, classes will meet Tuesday through Friday for that week to makeup. For holidays that occur on a fixed numerical date (i.e. Independence Day, etc.), consult the school for the corresponding makeup date. Please refer to the hybrid online program descriptions for individual hybrid online program class schedules.

Classes are scheduled as follows:**Morning Session: 8:00 am-1:00 pm****8:00 am – 8:50 am (Class time)**

8:50 am – 9:00 am (10 min break)

9:00 am –9:50 am (Class time)

9:50 am – 10:10 am (20 min break)

10:10 am –11:00 am (Class time)

11:00 am – 11:10 am (10 min break)

11:10 am – 12:00 pm (Class time)

12:00 pm – 12:10 pm (10 min break)

12:10 pm – 1:00 pm (Class time)**Evening Session: 5:45 pm-10:45 pm****5:45 pm – 6:35 pm (Class time)**

6:35 pm – 6:45 pm (10 min break)

6:45 pm – 7:35 pm (Class time)

7:35 pm – 7:55 pm (20 min break)

7:55 pm – 8:45 pm (Class time)

8:45 pm – 8:55 pm (10 min break)

8:55 pm – 9:45 pm (Class time)

9:45 pm – 9:55 pm (10 min break)

9:55 pm – 10:45 pm (class time)**Class Schedule for Vocational Nursing Students**

Nursing students typically follow a schedule based on the work hours of the profession:

- Monday through Friday, 8:00 am until 6:00 pm
- Lunch Break – All classes receive one-hour lunch daily.
- Breaks – All classes break for 10 minutes after every 50 minutes of instruction.
- Classroom and clinical days vary by schedule and facility.
- Individual schedules may run from 7:00 am until 3:00 pm, 7:00 am until 4:00 pm, 8:00 am until 5:00 pm, or 7:00 am until 6:00 pm.
- All clinicals are supervised by a Lamson instructor.

2023 Holiday & Break Schedule School is closed on the following days:	
May 29, 2023	Memorial Day
July 4, 2023	Independence Day
September 4, 2023	Labor Day
November 10, 2023	Veterans Day
November 23, 2023 and November 24, 2023	Thanksgiving Weekend
December 25, 2023 – January 5, 2024; First Day Back in Class is Monday, January 8, 2024	Winter Break (Students Only)

1. ABOUT THE SCHOOL

History

Lamson Institute (also referred to in this catalog as Lamson, or School, or Institution) has been a branch campus since 2007 of the Institute for Business and Technology, Inc. The Institute for Business & Technology (IBT) was started in 1965 as the California Academy of Drafting to provide vocational training in drafting and design technology. Lamson as a branch campus of IBT is recognized as a local community leader in vocational training. Lamson also contracts with various local, county, state and federal agencies to train their personnel.

In 1981, the Institute for Business & Technology (sometimes referred to as "IBT" or "Institute" or "School") expanded its training program to include computer programming. State-of-the-industry equipment was purchased to introduce students to the most modern equipment available. In 1982, the first Secretarial Science program was added emphasizing the "Office-of- the-Future."

In 1988, IBT expanded further by adding new programs, which included Travel & Airlines, Optical Technician and Commercial Refrigeration, Heating, and Air Conditioning. Included in the new programs was state-of- the-industry equipment in each of these areas to give the students the best possible introduction to these fields.

In 1989 IBT moved to a new, larger location in Santa Clara, at 2550 Scott Blvd. New programs were introduced to include Electronics Technology. National Career Education opened as an affiliated campus of IBT in 1989 located in Citrus Heights, California. In 1989 and a few years thereafter, National Career Education identified the need for quality education in the medical field by adding programs in healthcare at its campus in Citrus Heights as well as at the main campus in Santa Clara. In the years that followed, IBT continued to offer quality education in the medical and technical fields. In February 2004 IBT moved to a new, larger location in Santa Clara located at 2400 Walsh Avenue. Also in 2007 another affiliated campus, Lamson Institute, was opened in San Antonio, Texas and began its first classes in August 2007.

Lamson offers diploma programs in Vocational Nursing, Lab Assistant, EKG Technician/Phlebotomist, Medical Assistant, Medical Biller/Coder/Office Assistant, Commercial Refrigeration, Heating and Air Conditioning, and Electrical Technician, as well as an associate degree program in Cloud Computing & Cybersecurity.

Location and Facilities

Lamson Institute is conveniently located in the Exchange Plaza located at NW Loop 410 and Bandera Road, occupying approximately 55,000 square feet. The campus is fully air-conditioned and fully compliant with the Americans with Disabilities Act. The facility contains classrooms, lecture rooms, a learning resource center, computer labs, medical labs, and other specialized instructional areas based on the programs that are offered. The campus is conveniently located and provides a quiet environment for study. Ample parking is available directly in front of the campus.

Prospective enrollees are encouraged to visit the school and tour the facility, and to discuss personal educational and occupational plans with school personnel prior to enrolling or signing enrollment agreements.

Affiliated Campuses

Lamson Institute is a branch campus of the Institute for Business & Technology and has the following affiliated campuses:

Main Campus

Institute for Business and Technology

2400 Walsh Ave., Santa Clara, CA 95051

408-727-1060 or 800-548-8545

www.ibt.edu

Affiliated Campus

National Career Education

6249 Sunrise Boulevard

Citrus Heights, CA 95610

916-969-4900 or 800-441-4623

www.nce.edu/

Class Size

Classrooms are furnished with student chairs, tables and white boards. Traditional class size is up to 30 students depending on which classroom is being referenced. The maximum student-teacher ratio in a laboratory class is 20 to 1. The maximum class size for Nursing clinicals is 10 students. Lecture classes may be larger but will remain conducive to a positive learning environment. When needed, an instructor assistant is provided to further enhance the learning situation. Computer labs are equipped to accommodate 18-20 students with one-to-one equipment to student ratio.

Mission Statement

Lamson Institute prepares students for career-focused employment by delivering relevant career training.

OBJECTIVES:

1. To provide an educational environment that promotes the relationship between career preparation and employment opportunities.
2. To recruit and retain qualified instructors who are effective in the classroom and knowledgeable of current industry trends.
3. To graduate students who are prepared to enter their chosen career fields in entry level jobs.
4. To assist graduates in becoming gainfully employed in their chosen career fields.
5. To maintain an organizational model that is responsive to its constituents.

Hours of Operation

The School is open from 7:45 am to 10:45 pm on Monday through Thursday, and from 8:00 am to 5:00 pm on Fridays. School facilities and equipment are available for student use at posted times. Administrative offices are generally open from 8:00 am to 7:00 pm, Monday through Thursday and from 8:00 am to 5:00 pm on Fridays.

Accreditation & Approvals

The School and its affiliated campuses are accredited by the Accrediting Commission of Career Schools and Colleges (ACCSC). ACCSC is listed by the U.S. Department of Education as a nationally-recognized accrediting agency.

The School and its affiliated campuses are also accredited by the Accrediting Council for Continuing Education & Training (ACCET). ACCET is listed by the U.S. Department of Education as a nationally recognized accrediting agency.

Accreditation and licensing materials are on display in the schools' lobbies. Additional program information related to the School's tuition and program length is available through the Accrediting Commission of Career Schools and Colleges (ACCSC) located at 2101 Wilson Blvd., Suite 302, Arlington, VA 22201, telephone number (703)247-4212, and through the Accrediting Council for Continuing Education & Training (ACCET) located at 1722 North Street, NW, Washington, DC 20036, telephone number (202) 955-1113.

Lamson is approved and regulated by the Texas Workforce Commission (TWC), Career Schools and Colleges Section, Austin, Texas.

Lamson Institute is authorized to grant associate degrees, grant credits toward degrees, and to use certain protected academic terms at the San Antonio, Texas campus, by the Texas Higher Education Coordinating Board (THECB).

The School is approved by the Texas Veterans Commission to train veterans and other eligible persons under the provisions of Title 38 United States Code.

Lamson is an eligible institution for students who qualify to receive United States Department of Education Title IV Aid (Pell and for participation in the Federal Family Education Loan Program and Federal Direct Loan Program.

Documents describing the School's accreditation and approvals are available for review by any interested party by contacting the office of the Campus Director.

NOTICE CONCERNING TRANSFERABILITY OF CREDITS AND CREDENTIALS EARNED AT OUR INSTITUTION.

The transferability of credits you earn at the School is at the complete discretion of an institution to which you may seek to transfer. Acceptance of the diploma you earn in your area of study at the School is also at the complete discretion of the institution to which you may seek to transfer. If the diploma that you earn at Lamson is not accepted at the institution to which you seek to transfer, you may be required to repeat some or all of your course work at that institution. For this reason you should make certain that your attendance at Lamson will meet your educational goals. This may include contacting an institution to which you may seek to transfer after attending the Lamson to determine if your diploma will transfer.

Student Loans

Student remains responsible for all incurred charges regardless of the amount of any actual financial aid received. 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 and any applicable loan fees, less the amount of any refund issued to student.

Statement of Ownership

Lamson is an independent, co-educational, postsecondary institution, and is a wholly-owned school of the Institute for Business & Technology, Inc. a privately owned, California corporation. The Institute for Business and Technology, Inc. also owns and operates affiliated campuses in Santa Clara, California and in Citrus Heights, California. The Institute for Business and Technology, Inc. is a wholly owned subsidiary of Mikhail Education Corporation.

The address of the principal corporate office is 2400 Walsh Avenue, Santa Clara, CA 95051-1303; telephone number 408-727-1060, 1-800-548-8545, <http://ibt.edu/>.

The affairs of the Institution are managed by the Board of Directors of the Institute for Business and Technology, Inc., and the Campus Director.

The Board of Directors of Lamson Institute is as follows:

Sally Mikhail Bemis, Chair
Peter Mikhail, Vice Chair
Nermine M. Shivers, Board Member

Corporate Officers

Peter Mikhail, President/Chief Executive Officer and Chief Financial Officer
Sally Mikhail Bemis, Chief Operating Officer, and Secretary

2. Admissions Information

Lamson Institute offers programs on a semester or quarter credit hour basis with monthly class starts.

Admissions Requirements

The admission procedure requires an exchange of information between the applicant and the School, which maintains a staff of admissions representatives for this purpose. These representatives conduct a personal interview with each prospective applicant before any decision is made to submit an application for admission. During the interview, the admissions representative will discuss the School's educational programs in relation to the individual's career preferences, training needs, and individual motivations.

To be considered for admission, the applicant must provide one of the following documents as evidence that they are a high school graduate or the equivalent:

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

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

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

Students that are still in high school at the time of application must also provide an official high school transcript upon completion of their senior year of high school and prior to enrollment at the School.

To qualify for admission to Lamson, all applicants must be at least 18 (or 17, with written parent or guardian approval, and must turn 18 before their expected Lamson graduation date) and meet the following general requirements:

1. Visit and tour the School.
2. Complete a personal interview with a School admissions representative.
3. Provide documentation of high school graduation GED, or the equivalent as described in the Admissions Requirements above.
4. Show a valid Social Security Card.
5. Show a valid government issued photo Identification card or driver's license.
6. Complete an enrollment agreement and other required enrollment paperwork.
7. Attend a financial aid interview and complete required financial aid paperwork (if appropriate).
8. Pay the applicable one-time registration fee.
9. Students applying to programs offering distance education classes will complete an Online Readiness Assessment and will receive the school's Distance Education System/Technology Requirements.
10. All applicants must take and pass either the Wonderlic Scholastic Level Exam (SLE) or the EduReady Admissions Assessment as an entrance exam. Lamson, at its sole election and discretion, will assign each applicant one of these two exams. Minimum acceptable scores and other details are provided below.

Wonderlic Scholastic Level Exam (SLE): The minimum acceptable score is 18 for applicants to the Cloud Computing & Cybersecurity Associate program, 16 for the Vocational Nursing program, and is 12 for applicants to all other programs. If a minimum score is not achieved, two re-tests may be given using an alternate test form.

EduReady Admissions Assessment: The minimum acceptable score is 102 for applicants to the Cloud Computing & Cybersecurity Associate program, 94 for the Vocational Nursing program, and is 75 for applicants to all other programs. If a minimum score is not achieved, two re-tests may be given using an alternate test form.

This entrance exam requirement is waived for students possessing an associate degree or higher from an accredited U.S. school. Degrees from non-U.S. schools must accompanied by an evaluation from a third-party, professional document evaluation service that clearly identifies the document's equivalence to a U.S. credential and approved by the campus director. Note: The President has the discretion to waive minimum score requirements for any entrance exam as deemed appropriate in his judgment. In such cases the President may require additional information from the student which may include but is not limited to the form of an interview, written statement, and/or other means of explaining the student's extenuating circumstances and/or demonstrating their aptitude for the program.

Additional Admissions Requirements for Applicants to the Vocational Nursing Program:

- Passing the Test of Essential Academic Skills (TEAS), the designated nursing entrance test, with scores of at least 55% in Reading, 40% in Math, 28% in Science, and 45% in English. Note: The TEAS requirement is waived for students possessing an Associate Degree or higher from an accredited U.S. school. Degrees from non-U.S. schools may be accepted for waiver upon President's review and approval.
- Meeting with the Campus Director, Nursing Department Chair, or designee
- Passing a criminal background check and/or fingerprinting/drug screening

Prior to clinical the following need to be completed:

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

Note: At the recommendation of the Director of Nursing, the President has the discretion to waive minimum admission requirements to the Vocational Nursing Program as deemed appropriate in his judgment. In such cases the President may require additional information from the student which may include but is not limited to the form of an interview, written statement, and/or other means of explaining the student's extenuating circumstances and/or demonstrating their aptitude for the program.

Interview and Tour

It is essential that the applicant visit the School for a personal interview to tour the facility and to discuss the selection of a program most suited to the applicant's needs and objectives. Admissions Representatives are available for day and evening appointments. High school applicants should be accompanied by a parent or legal guardian.

Academic Readiness for Vocational Nursing Program

Entrance to the Vocational Nursing Program requires administration of Test of Essential Academic Skills (TEAS). The TEAS is an entrance exam intended to predict the success of students in nursing programs. Documentation that a Vocational Nursing student has met the applicable requirements below must be retained and present in the student's file prior to enrollment.

Test of Essential Academic Skills (TEAS) Information

Applicants must achieve TEAS scores of at least 55% in Reading, 40% in Math, 28% in Science, and 45% in English to be considered for entrance to Vocational Nursing program. In the event an applicant does not achieve the minimum required scores or higher on the TEAS, retesting shall occur according to the following criteria:

- 14 days between 1st and 2nd attempt, additional studying and test preparation recommended
- 30 days between 2nd and 3rd attempt, additional studying and test preparation recommended
- Only 3 attempts in one 12-month period

TEAS tests from other schools are good for 24 months.

Criminal Background and Drug Screening for Vocational Nursing Students

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

As a condition of enrollment, nursing students must take and pass the applicable criminal background checks required by the School, any Experiential Training location, and as required by the Texas State Board of Nursing (BON) for licensure. Nursing students sign an acknowledgement form, consenting and specifically agreeing to have Lamson and its designated agents as both a condition prior to their enrollment and at any time during their enrollment undertake all required background checks, and to collect blood, hair, urine and/or saliva samples from the student for all required medical tests to determine the presence or use of alcohol, drugs and controlled substances. If students do not pass any criminal history background check and/or drug test either prior to their enrollment or at any time during their student enrollment, then they will be disqualified from being enrolled and taking any Experiential Training. In such event, if already enrolled, the students will be subject to being immediately dismissed, failed or withdrawn from their program as solely determined by Lamson.

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

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

Re-Admission

Students who have withdrawn from the School, and who wish to be readmitted should contact the Director of Education to update their applications. Prior tuition balances and student loan status must be clear before re-admission application forms will be processed. Students granted re-admission may have course load restrictions, specific grade and attendance requirements, and/or required advising sessions in order to remain

enrolled. Students applying for re-entry agree that they may fall under any new changes that have been implemented since they last attended the School. This includes, but is not limited to, tuition increases, student services formerly offered, and curriculum changes.

Facts for Veterans

Programs at Lamson are approved for training of veterans in accordance with the Code of Federal Regulations. To check eligibility for benefits, call 1-800-GIBILL-1. Applications can be complete online at www.gibill.va.gov. Please print out a copy of your application and bring it to the certifying official at Lamson as far in advance of enrollment as possible. **GI Bill®** is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government Web site at <http://www.benefits.va.gov/gibill>.

Distance Education Programs and Additional Requirements

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

In a hybrid online program, part of the face-to-face on-site classroom instruction is replaced with online interaction to allow greater flexibility and to increase active learning. The online component of the program will be delivered completely through the school's learning management system with instructor support. All courses which include this type of distance education are supported with access to on-campus facilities and equipment during campus operating hours. Lamson's Learning Resources Center, which includes access to 40 online databases and a digital collection of over 135,000 scholarly titles on a variety of subjects, is available both at the campus during regular business hours, and online at any time through a school-issued user name and password.

Instructors are available to students for additional assistance during their posted office hours, in person, over email accessed through the online directory in the student's school-issued account, and by phone. Lamson staff, including financial aid, career services, and the campus registrar, are available to assist students in achieving their learning objectives in person, by phone and over email during the school's regular business hours.

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

Campus Technology Requirements for All Programs

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

Minimum Technology Standards

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

Screen Size

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

Operating Systems

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

Mobile Operating System Native App Support

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

Computer Speed and Processor

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

Webcam and Microphone

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

Internet Speed

- Minimum of 512kbps

Internet Browser

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

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

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

Required Components

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

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

Mobile Devices

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

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

Mobile Browsers

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

- iOS
- Safari (default browser with limited system support)
- Chrome

- Photon Flash Player (supports Flash)

Android

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

Requirements for Continued Compliance for Non-Nursing Allied Health and Trade Programs

Required Criminal Background Checks, Medical/Lab Exams, Drug Tests, and Immunizations for Programs with Externships

Students enrolling in a program requiring completion of an externship should understand that externship locations may require the student to successfully pass and/or provide all criminal history background checks, medical/physical/lab exams and drug tests results, and proof of immunizations (collectively Student's "Personal and Medical Information"). If the student does not pass or provide their Personal and Medical Information then the student will be disqualified from taking their externship at such location and is then subject to being immediately dismissed, failed or withdrawn from their program of study as solely determined by the school. Upon signing their Enrollment Agreement, Lamson students authorize the school under all applicable federal, state, and local laws and regulations, including the Family Educational Rights and Privacy Act (FERPA) and the Health Insurance Portability and Accountability Act (HIPAA), to provide the student's Personal and Medical Information to any externship location and further, to any governmental and non-governmental entity that may require such Personal and Medical Information in order to apply for a license/permit/examination.

Required Criminal Background Checks, Medical/Lab Exams, Drug Tests, and Immunizations for Programs Requiring Licensure/Certification

Students enrolling in a program requiring a license, permit, registration, or certification from a governmental entity or other certifying organization in order to obtain an entry-level position in their field of study may also be required to successfully pass and/or provide all criminal history background checks, medical/physical/lab exams and drug tests, and proof of immunizations.

Externships

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

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

A student declining an externship location must provide in writing to their Externship Coordinator the reason(s) for declining the externship location. This written document will be reviewed by the Externship Coordinator and the Director of Education to determine if the student's explanation is reasonable and if so, to then develop a plan to determine how the student will fulfill the externship requirement. A refusal by a student to conscientiously attend their externship location may delay their graduation, delay their ability to obtain their state or other required licensing, or jeopardize their continuing enrollment at the School. A student will be required to find their own externship site in

the event a student refuses a reasonable site selected by the School, or is removed from the externship site for failure to attend or for excessive absences, or for failure to abide by the site's rules, regulations and scheduling.

Advanced Standing

Advanced Standing by Transfer Credit

Lamson, upon a student's timely request during the enrollment process, will conduct an evaluation of all previous education and training, and grant transfer credit where Lamson deems it appropriate. Requests must be made in writing using Form CSC-010, which is included in the enrollment packet. Previous educational experiences pertaining to a student's planned program of study are recognized through examinations of skill and subject matter and/or evaluation of transcripts by the Director of Education and the Program Director to determine the course's comparability in level and in subject matter. Courses must be from an institution accredited by a national or regional accreditor recognized by the United States Department of Education or the Council for Higher Education Accreditation. Students should provide Lamson with a copy of their official transcript and a course description in the form of their school catalog, a syllabus or course outline. The evaluation may result in a change of a student's program completion time. In such cases, tuition and book costs will be adjusted by module and these adjustments will be reflected on the enrollment agreement.

Students receiving Title IV financial aid should be aware that any adjustments in program completion time and cost may affect their award amount. No more than forty-nine percent (49%) of the total semester hours, including forty-nine percent (49%) of the total required semester hours in the major study area, may be credited by advanced standing. All transfer, standardized testing, and proficiency testing must be completed prior to the end of the first module of attendance. VA students need to provide copies of all prior postsecondary transcripts to the School for evaluation. Copies of the transcripts and the evaluation will be kept in the student's VA file.

The school accepts academic university and college-level courses for transfer credit with the following additional criteria:

- Individual must have an earned grade of "C" or higher, and
- the course number must be 100 or higher, and
- the course is not considered remedial, pre-college, or developmental, and
- The course does not duplicate a course that is offered as part of the School's Associate Degree core program.

At the discretion of the Director of Education and Program Director, credit may be awarded for courses completed more than seven (7) years before the date of admission, if those courses are part of a completed Associates, Bachelors, Masters, or Doctorate degree.

Appeals of advanced standing decisions should be made in writing, within five days of the original decision, and will be considered by the Director of Education and the Program Director on a case by case basis.

Advanced Standing by Proficiency Testing

Lamson does not offer proficiency testing for advanced standing.

Credit for Nationally-Recognized Testing Programs

Lamson does not award credit for nationally-recognized testing program such as College-Level Examination Program (CLEP), General and Subject Examinations, DANTES Subject Standardized Tests (DSST), and Excelsior College Examination (ECE). Lamson's programs are vocational in nature and do not fit the standard design of these examinations.

Transferability of Credits

The school is an accredited institution that is designed to provide the student with vocational career training and is not designed to prepare the student for transfer to other institutions. Upon written request, Lamson will provide a student with a copy of their transcript within five business days. Additionally, the school will provide guidance and catalog with course descriptions for any student interested in transferring to another institution. Students who have not satisfied their financial obligations to the school are not eligible to receive or request transcripts. Please see the Transcripts section later in the catalog for more details.

Acceptance of credits earned at Lamson is determined solely by the receiving institution. Students wishing to transfer credits should first consult with those institutions concerning acceptance. Accreditation alone does not guarantee that credits and/or a diploma from Lamson will transfer to a new institution. **The School**

cannot and does not guarantee credits and/or a diploma from Lamson will transfer to any other school or institution.

Articulation Agreements

Lamson is not currently party to any articulation agreement with any other institution, college, or university.

Catalog Updates

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

English as a Second Language

Lamson does not currently offer ESL classes (English as a Second Language). All instruction is provided in English.

International Students

Lamson does not provide visa or other immigration services for students. The school does not issue I-20s for foreign students.

Application for Individual Subjects

An application may be made for an individual subject by meeting with an Admissions Representative who will provide the class hours and the days or evenings on which the class meets as well as any prerequisites necessary for particular subjects.

3. FINANCIAL INFORMATION

Tuition and Fees

A student's total tuition and fees for a given program are set forth in the Tuition and Fee Schedule accompanying this catalog and is made of part of this catalog. All tuition for modular programs is due in full at registration unless alternate payment arrangements are made by student at the time of enrollment. All tuition for term-based programs will be charged in accordance with the enrollment agreement. The minimum full-time course load is 12 credits per term for undergraduate programs. Textbook costs for term-based programs are dependent upon the classes for which the student is registered for that particular term.

Guaranteed Tuition Pricing

Students once enrolled will be guaranteed during the term of their enrollment the tuition rate and other institutional charges and fees then in effect at the time of their initial class start date. Students who leave School for any reason and later return will re-enter at the then current tuition rate and institutional fee charges then in effect as of the date of their re-entry. This Guaranteed Tuition Pricing does not apply to books and supplies which are sold to student at the prices then in effect as of the date of sale.

Please refer to the Tuition and Fees Schedule provided in this catalog for specific program tuition information.

Payment Plans

Tuition, fees, and books and supplies, and uniform charges are due and payable in full at registration. All payment arrangements must be discussed with the Business Office prior to registration.

Arrangements may be made for students to pay the portion of charges not met by financial aid, scholarships, or other sources on an installment basis. No interest is charged if payments are made as agreed. Late payment fees are applicable as solely determined by the school.

Students who qualify for state or federal financial assistance programs are able to use certain loan and grant funds to meet their financial obligation to the School even though the aid may not yet have been disbursed to them or credited to their accounts. Students expecting to use loan and grant funds must realize that it is their responsibility to provide all information and documentation necessary to obtain all forms of financial aid by the deadlines imposed by the School and the funding sources. Failure to do so may result in the student being required to provide immediate payment of all applicable charges to the School.

Working students who are eligible for company-sponsored tuition reimbursement should advise the Business Office.

Past Due Accounts

Any student who is delinquent in payments due to the school is subject to exclusion from School privileges including, but not limited to, continuing enrollment, attending class, receiving grade reports, awarding of course credit, issuing of transcripts, being graduated, and using career placement services. Student accounts that are over ninety (90) days old may be referred to collection at the discretion of the School. Collection costs and attorneys' fees will be added by the School to any outstanding balance.

REFUND AND CANCELLATION POLICY

CANCELLATION POLICY

A full refund will be made to any student who cancels the enrollment contract within 72 hours (until midnight of the third day excluding Saturdays, Sundays and legal holidays) after the enrollment contract is signed. A full refund will also be made to any student who cancels enrollment within the student's first three scheduled class days, except that the school may retain not more than \$100 in any administrative fees charged, as well as items

of extra expense that are necessary for the portion of the program attended and stated separately on the enrollment agreement. If a student accepted by the school never attends class (no show) or cancels prior to the start of class, the school will refund to the student all the money he/she has paid, minus the registration fee. For students whose program is cancelled by the school subsequent to a student's enrollment, the school shall refund all monies paid by the student. Applicants rejected for enrollment at the school shall receive a full refund of all monies paid, including the registration fee paid.

REFUND POLICY

- 1) Refund computations will be based on scheduled course time of class attendance through the last date of attendance. Leaves of absence, suspensions, and school holidays will not be counted as part of the scheduled class attendance.
 - 2) The effective date of termination for refund purposes will be the earliest of the following:
 - (a) The last day of attendance, if the student is terminated by the school;
 - (b) The date of receipt of written notice from the student; or
 - (c) Fourteen calendar days following the last date of attendance.
 - 3) If tuition and fees are collected in advance of entrance, and if after expiration of the 72-hour cancellation privilege the student does not enter school, not more than \$100 in any administrative fees charged shall be retained by the school for the entire residence program or synchronous distance education course.
 - 4) If a student enters a residence or synchronous distance education program and withdraws or is otherwise terminated after the cancellation period, the school or college may retain not more than \$100 in any administrative fees charged for the entire program. The minimum refund of the remaining tuition and fees will be the pro rata portion of tuition, fees, and other charges that the number of hours remaining in the portion of the course or program for which the student has been charged after the effective date of termination bears to the total number of hours in the portion of the course or program for which the student has been charged, except that a student may not collect a refund if the student has completed 75 percent or more of the total number of hours in the portion of the program for which the student has been charged on the effective date of termination.¹
- ¹ *More simply, the refund is based on the precise number of course time hours the student has paid for, but not yet used, at the point of termination, up to the 75% completion mark, after which no refund is due. Form CSC-1040R provides the precise calculation.*
- 5) Refunds for items of extra expense to the student, such as books, tools, or other supplies are to be handled separately from refund of tuition and other academic fees. The student will not be required to purchase instructional supplies, books and tools until such time as these materials are required. Once these materials are purchased, no refund will be made. For full refunds, the school can withhold costs for these types of items from the refund as long as they were necessary for the portion of the program attended and separately stated in the enrollment agreement. Any such items not required for the portion of the program attended must be included in the refund.
 - 6) A student who withdraws for a reason unrelated to the student's academic status after the 75 percent completion mark and requests a grade at the time of withdrawal shall be given a grade of "incomplete" and permitted to re-enroll in the course or program during the 12-month period following the date the student withdrew without payment of additional tuition for that portion of the course or program.
 - 7) A full refund of all tuition and fees is due and refundable in each of the following cases:
 - (a) An enrollee is not accepted by the school;
 - (b) If the course of instruction is discontinued by the school and this prevents the student from completing the course; or
 - (c) If the student's enrollment was procured as a result of any misrepresentation in advertising, promotional materials of the school, or representations by the owner or representatives of the school.

A full or partial refund may also be due in other circumstances of program deficiencies or violations of requirements for career schools and colleges.

8) REFUND POLICY FOR STUDENTS CALLED TO ACTIVE MILITARY SERVICE.

A student of the school or college who withdraws from the school or college as a result of the student being called to active duty in a military service of the United States or the Texas National Guard may

elect one of the following options for each program in which the student is enrolled:

- (a) If tuition and fees are collected in advance of the withdrawal, a pro rata refund of any tuition, fees, or other charges paid by the student for the program and a cancellation of any unpaid tuition, fees, or other charges owed by the student for the portion of the program the student does not complete following withdrawal;
 - (b) A grade of incomplete with the designation "withdrawn-military" for the courses in the program, other than courses for which the student has previously received a grade on the student's transcript, and the right to re-enroll in the program, or a substantially equivalent program if that program is no longer available, not later than the first anniversary of the date the student is discharged from active military duty without payment of additional tuition, fees, or other charges for the program other than any previously unpaid balance of the original tuition, fees, and charges for books for the program; or
 - (c) The assignment of an appropriate final grade or credit for the courses in the program, but only if the instructor or instructors of the program determine that the student has:
 - (1) satisfactorily completed at least 90 percent of the required coursework for the program; and
 - (2) demonstrated sufficient mastery of the program material to receive credit for completing the program.
- 9) The payment of refunds will be totally completed such that the refund instrument has been negotiated or credited into the proper account(s), within 60 days after the effective date of termination.

Financial Aid

All students are encouraged to meet with a Financial Aid Officer in order to determine financial aid qualifications. The Financial Aid Office administers federal financial aid and assists students receiving benefits such as those offered through Vocational Rehabilitation, the Workforce investment Act, and other agencies. The office assists those students with calculated financial need, as determined by the U. S. Department of Education. The operation of the office is based upon the Department of Education's concept of "needs analysis," which expects a student and his/her family to meet educational expenses as completely as possible.

All students applying for financial aid are asked (and may be required) to submit copies of appropriate federal income tax returns to help ensure the accuracy of the information provided. Students classified by the Department of Education as "dependent" may also be required to submit copies of their parents' federal income tax returns.

Financial Aid – Consumer Information

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

Financial Aid Office

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

Student Financing Options

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

Primary Financing Options

Cash Payment

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

- Enrollment Agreement and Disclosure Statements

Employer/Agency Contract Billing Program

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

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

Financial Aid Programs

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

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

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

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

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

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

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

Disclosure: National Student Loan Data System (NSLDS)

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

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

Admissions Disclosure Statement

(Only for Recipients of Stafford Student Loans)

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

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

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

Institutional Payment Plans

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

Documents required are:

- Enrollment Agreement and Disclosure Statements

Other Sources of Financial Assistance

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

Corporate Reimbursement Programs

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

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

AmeriCorps

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

The Division of Vocational Rehabilitation

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

Work force Investment Act (WIA)

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

State Grants and Scholarships

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

Community Organization Funds

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

Private Organizations

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

Veterans Assistance and Loans (VA)

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

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

Students who receive VA educational benefits are still required to select one of the School's primary financing options (e.g. Financial Aid, Cash) to cover educational costs and related expenses not covered directly by the VA. All payments to this primary financing option must be made in accordance with the school's financial policies and procedures.

Students who have questions about these benefits should contact the U.S Department of Veteran Affairs, visit www.gibill.va.gov or call 1-888-GIBILL-1 (1-888-442-4551). More information about education benefits offered by VA is available at the official U.S. government website at <http://www.benefits.va.gov/gibill>. VA education benefits include but are not limited to the following:

- Post-9/11 GI Bill ® (Chapter 33) http://www.benefits.va.gov/gibill/post911_gibill.asp
- Transfer of Post-9/11 GI Bill ® Benefits to Dependents (TEB) http://www.benefits.va.gov/gibill/post911_transfer.asp

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

Financial Aid Process and Information

Applying for Financial Aid

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

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

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

Compliance Statement

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

Student Eligibility for Financial Aid

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

Federal eligibility requirements to apply for Financial Aid include:

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

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

Submitting the FAFSA

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

Determining Financial Need

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

Here's how it works:

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

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

Verifying FAFSA Information

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

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

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

Receiving an Award Notification

After careful evaluation of a student's Financial Aid application, the student's eligibility for Financial Aid is determined and the school issues an Award Letter detailing the student's estimated Cost of Attendance, the Financial Aid awards by fund type, the estimated disbursement dates and estimated disbursement amounts of

aid. The school's Financial Aid Representative will discuss the contents of the Award Letter with the student and the student will acknowledge receipt of the Award Letter.

Maintaining Regular Enrollment Status and Satisfactory Academic Progress

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

A. Maintaining Enrollment Status

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

B. Meeting Satisfactory Academic Progress

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

Disbursing Financial Aid Funds

Funds from the Direct Loan program will be utilized to cover institutional charges via a direct credit entry to the student's account. The student must authorize the institution (in writing) to credit their account with funds disbursed in subsequent payment periods for charges assessed in prior payment periods within the same academic year. Consistent with the school's attendance policy, payment periods for clock hour programs are determined based on a student reaching specific clock hour thresholds, inclusive of excused absences.

Title IV credit balances are created when the Title IV awards exceed the total of the institutional charges in the period. After the applicable school charges have been covered, if funds are still available; those funds will be paid directly to the student to cover additional education-related expenses (i.e., housing, transportation, etc.). Students will be required to sign a Promissory Note for any loan program received, stating their repayment obligations. All funds awarded to students are subject to the submission of required documentation, compliance with the school Satisfactory Academic Progress policy, and with school rules and regulations. The availability of federal funds in general is subject to the continuous eligibility of the student and the institution, as well to the continuous appropriations of funds from the U.S. Department of Education. Students should be and will be fully informed of loan obligations prior to authorizing the institution to credit their account with any available FSA funds for any current direct institutional charges for tuition and fees, and any other institutional charges for books and supplies provided by the institution and assessed to the account; and a maximum of \$200.00 for direct institutional charges incurred in the prior academic year/loan period. If any FSA disbursements from loan funds are considered late disbursement and post withdrawal disbursements, the student will be informed and requested to approve those disbursements. This institution does not provide room and board accommodations.

Receiving a Disbursement Notification

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

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

Changing Enrollment Status after Receipt of Financial Aid

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

Returning Title IV Funds (R2T4)

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

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

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

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

1. Federal Unsubsidized Direct Loan Program
2. Federal Subsidized Direct Loan Program
3. Federal Direct PLUS Program
4. Federal Pell Grant Program
6. Federal SEOG Program
7. Other Title IV Programs

Institutional Refund Calculation

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

Reapplying for Financial Aid

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

Seeking Additional Information

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

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

4. STUDENT SERVICES AND REGULATIONS

Career Services Department

The Career Services Department assists graduates in finding entry level employment in their field of study. Neither the Career Services Department nor any Lamson employees can guarantee graduates a job or a specific salary level. Much of the graduate's ability to find employment has to do with good grades and attendance, attitude, motivation, and working closely with the Career Services Department. The student's ability to pass a background check may also be a job qualifying factor, especially in the medical field.

The Career Services staff provides assistance with job leads before and after graduation, resume preparation, cover letter development, job applications, and scheduling interviews. All candidates for graduation are required to complete a placement information form designed to assist the Career Services staff in matching graduates with job leads. Students are notified when a matching job is available and the Career Services staff assists the student in scheduling an interview. Graduates are also welcome to scan recent job announcements and job postings by visiting or emailing the Career Services Department.

School Graduate Employment Gift

Upon the completion of their program of instruction every graduate of the School on or after June 30, 2015 becomes eligible to receive that School's Graduate Employment Gift. The Gift is a \$100 check. A graduate of the School is eligible to receive one Gift only. In order to receive their Gift, the graduate needs to provide to the Career Services Department a copy of their paystubs showing at least 30 days of consecutive employment with their current employer along with salary information. The graduate's employment position must be career related to the graduate's completed program of instruction at the School. The check will be issued to the graduate two weeks after the date of their employment verification by the Career Services Department.

Advising Services

Advising services are available to assist students in resolving educational, career, and vocational issues. The Director of Education can help students plan their educational program. The Director of Career Services can assist students with vocational and career issues. The Campus Director and the Director of Education maintain a list of referral agencies for use in the event that a student requires other types of advising/counseling.

Orientation

The School provides a new student orientation program each term for all new students. The orientation acquaints new students with the faculty, administrators, and academic life at the School. An agenda is prepared that provides the opportunity for counseling on academic matters, registering for classes, purchasing textbooks and materials, receiving student identification cards, and having any questions addressed. All new students are required to participate in the orientation.

Tutorial Assistance

The School provides assistance for students experiencing academic difficulties. Faculty will make every effort to identify students in need of assistance. Students are urged to take the initiative in seeking out-of-class help and to discuss their difficulties and seek help from their instructors. Tutors are available to work with students on an "as needed" basis at no charge to the student.

Disability Accommodation Procedure

Lamson's disability accommodation procedure is a collaborative and interactive process between the student and the school. Lamson designates the Director of Education (or, in the absence of a Director of Education, the Campus Director) as the school's Section 504/ADA Coordinator. The student will meet with the Director of Education or with their Department Chair on campus (or over the phone) for the student to request and submit the school's Accommodations Request form and discuss disability related needs. The Director of Education and Department Chairs are available to the student to assist with questions and provide assistance in filling out the Accommodations Request form. The student will need to submit a completed Accommodations Request form and documentation of their medical condition to the Director of Education or Department Chair who will submit it to the Compliance Officer for review. The documentation of a medical condition may be from a licensed medical doctor, psychologist, audiologist, speech pathologist, registered nurse, licensed clinical social worker, marriage and family therapist, rehabilitation counselor, physical therapist, learning disability specialist, or other appropriate

health professional. This documentation should verify the medical condition and suggest appropriate accommodations for the student. The requesting student will receive a Response to Reasonable Accommodation Request (the "Response") from the Compliance Officer and will be requested to sign and date the Response acknowledging the student's agreement with the Response.

If the requested accommodation(s) is denied, in whole or in part, the student may make a written appeal to the Appellate Officer within five business days from the date of the Compliance Officer's written Response. The written notice of appeal need not take any particular form and, however expressed, is effective if it states that student wishes to appeal the Compliance Officer's Response. To file a written appeal with the Appellate Officer, the student may supply additional documentation and/or other evidence to further substantiate the need for the denied accommodation(s). A written appeal and any other documentation are effective when submitted by email within the five-day appeal period to the Compliance Officer's email address referenced on the Response. The Compliance Officer will forward the student's appeal to the Appellate Officer for review. The Appellate Officer's decision is final.

Hours of Operation

The School is open from 7:45 a.m. until 10:45 p.m. on Monday through Thursday, and from 8:00 a.m. until 5:00 p.m. on Friday.

ID Cards

All students, staff, and faculty are issued an ID Badge. This badge must be visibly worn when inside the School. The first badge is issued at no charge. The cost of issuing additional ID badges is \$5.00 each.

Publications and Announcements

Announcements and updates are posted on the bulletin boards throughout the corridors, classrooms, student lounge, and on Facebook at <http://www.facebook.com/lamsonSanAntonio>.

Learning Resource Center

The Learning Resource Center (LRC) offers reference sources and a collection of books and materials related to curricula. The primary function is to provide students with the materials that may be used for study. Any registered student in regular attendance may utilize the LRC and its resources. These materials provide the students with additional resources above and beyond that which is assigned to the respective classes. Students also have internet access as well as access to online library resources.

Housing

As most students reside within commuting distance, Lamson Institute does not maintain dormitory facilities. The school maintains a list of available housing to aid students who are relocating and must arrange their own housing. Students may request additional assistance from the Director of Career Services.

Campus Visitors

Visitors to the School must check in at the reception desk upon arrival. Students are invited to have their parents, relatives, or friends tour the campus. If visitors have questions, they are welcome to meet with the staff.

Children on Campus

Children are not allowed to accompany a student to class or to be left unattended on campus. If a student brings a child to class, the instructor should inform the student of the School policy and ask him/her to remove the child from the classroom. If a child is left unattended, the Campus Director or other administrator should be notified. The parent should then be located and requested to comply with the policy. The School assumes no liability for injuries incurred by minors while on campus.

Care of Facilities

Smoking, eating, and drinking are prohibited in the classrooms and hallways of the School. Lamson provides a student lounge for eating and drinking and an outside area for smoking. The campus maintains a smoke-free environment.

Campus Health Services and School Vaccination Policy

The School does not have onsite health services available at its campus. However, there are local hospitals, clinics, and physicians in the vicinity of the School. Lamson does not have a required vaccination policy for enrollment as a student at the School. However, students enrolling in programs with an externship should be aware that some externship sites may require students to provide proof of immunization status prior to beginning their externship. Additionally, applicants or students with communicable diseases may be prohibited from registering for classes in cases where health records indicate that a student's attendance would be detrimental to the health and safety of the student or other persons with whom the student may come in contact. Students who have significant health problems or limitations are encouraged to inform their instructors before they start a program at the School and to keep their Instructors informed if their status changes. The School seeks to assist students who have special health problems or limitations in the attainment of their educational goals.

In the event of accident or illness on campus, campus staff should notify the Campus Director immediately. The School maintains a first aid kit at the reception desk. Students who become ill, are injured, or develop health problems requiring professional attention are referred to an urgent care facility or the emergency room of the hospital closest to the School and/or the student's home. In an emergency situation that requires immediate attention, a student may be taken directly to the hospital or an appropriate emergency medical resource may be called.

Emergency Information

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

School Closings

When inclement weather causes the possible delay or closing of the school, Lamson will follow the lead of the Northside Independent School District. NISD information will be announced on local radio and TV stations. Closings for day and evening classes will be announced separately. School closings will also be posted on Facebook at www.facebook.com/lamsonSanAntonio. When the school closes under these circumstances, required make-up classes will be announced. The regular attendance policy applies to all such make-up classes.

Changes in Address/E-mail Address/Telephone Numbers

Students should report any change in home address, phone number or email address promptly to the registrar's office.

Loss of Personal Property

The School does not assume responsibility for the loss of books or other personal property. However, all instructors and students are requested to give the receptionist any articles found so that the owner may claim them.

Electronic Device Policy

Because of proprietary and regulatory compliance issues, electronic recording devices may be used only with permission from the instructor.

Internet Policy

Because the Internet contains an unregulated collection of resources, the School cannot guarantee the accuracy of the information or the appropriateness of any material that a student may encounter. Therefore, usage of the School's online resources constitutes an agreement between the user and the School that a student agrees to not hold the School responsible for materials acquired by the student on the system, for violations of copyright by a student, users' mistakes, or negligence, or any costs incurred by users.

Administrative Prerogatives

The School reserves the right at any time to make changes as it deems necessary or desirable in its policies and operating procedures, to modify its tuition rates, to add to or to withdraw members from its faculty and staff, to rearrange its courses and programs as teaching policies render it desirable and consistent with appropriate approvals or notification of its accrediting and approving agencies, and to withdraw or re-sequence subjects, courses, and programs based on enrollment.

The Family Education Rights and Privacy Act (FERPA)

All students shall have the right to inspect and review their educational records, to request corrections or deletions, and to limit disclosure of the records in accordance with the Family Educational Rights and Privacy Act of 1974 (FERPA). See the Student Disclosures Section of this catalog for student rights under FERPA.

Equal Educational Opportunity

See the Student Disclosures Section of this catalog for the School's Equal Educational Opportunity Policy.

Student Conduct

The academic and student policies of this catalog are contained in the Student Disclosures Section.

Campus Security

Lamson provides a safe and secure academic environment for all students, staff, and faculty. Any criminal activity within campus grounds is reported directly to the Campus Director. The Campus Director (or designee) will then notify the proper authorities as necessary. Since the School's campus is located within city boundaries, the local police department is responsible for patrolling on a regular basis. Campus buildings are secured nightly following completion of classes. Parking is available in lighted areas.

Student Consumer Information

Students should contact the following staff members for the information listed below:

- **Director of Admissions** – Admission requirements and procedures, cost of attendance, including tuition and fees, and refund policy.
- **Director of Education** – Description of academic programs, facilities, and faculty; data on student retention; numbers and percentages of students completing programs; academic standards of progress; transfer credits from other institutions; and students with disabilities.
- **Career Services Staff** – Assistance with securing employment upon graduation including preparation of resumes, completion of application materials, and preparation for interviews; assistance with locating part-time employment while in school; information on graduate placement, and employment demographics of the region.
- **Financial Aid Staff** – Description of financial assistance programs, rights and responsibilities of financial aid recipients, means and frequency of payments, financial aid awards, terms and schedules of student loan repayment, and general terms and conditions of employment provided as financial aid.
- **Business Office Administrator** – Payments for tuition and other school costs. Payment plans.
- **Campus Director** – Information regarding the overall operation of the campus. The Campus Director is the principal administrator for the school.

5. ACADEMIC RESOURCES, POLICIES, AND PROCEDURES

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

Class Schedule

The class schedule is based on the student's selected program schedule. Classes begin on a monthly basis. The School is closed on most legal holidays as well as Thanksgiving and Christmas. Refer to the Academic Calendar in the front of this catalog for specific calendar information.

The School offers its programs through both day and evening classes. Program lengths may vary for students enrolled in some programs and in evening classes. Students must complete all courses as required in their programs of study. Students who fail courses or interrupt their studies will complete required courses as they become available.

Day classes are conducted Monday through Thursday from 8:00 am to 1:00 pm. All evening classes are conducted Monday through Thursday, between 5:45 pm and 10:45 pm. Occasionally, due to holidays or other School closings, Friday classes are scheduled. Individual schedules may vary by program.

Schedule and Program Changes

Students who want to make adjustments to their schedule or change their program of study must obtain permission from the Director of Education.

Withdrawal Procedure

To withdraw from an individual course or all courses, students are requested to contact the Director of Education to obtain the necessary forms and procedures for official withdrawal.

Students who leave the school either by withdrawal or graduation from a program must schedule an exit interview with the Financial Aid Office. Students who are unable to finish a term due to deployment for active duty military service, whether enlisted, reserve, or National Guard, are entitled to a refund of all tuition and fees for the unfinished term. Credit will not be granted for unfinished courses, and the unfinished courses will not impact the student's Satisfactory Academic Progress. If the military student is deployed at the end of a term and completes his or her courses prior to deployment, then the tuition will not be refunded, the credits will be earned, and the student's Satisfactory Academic Progress will reflect the inclusion of those credits. Such a student will be released from his or her financial obligations for future terms. Deployed students who choose to return to school following completion of the deployment can re-apply as returning students.

In all cases, the military student must provide evidence, such as a copy of official orders, and/or a letter from a superior, to document the activation and/or deployment.

A student may be unofficially withdrawn, dismissed, or otherwise terminated from the school if the student fails an academic probation or violates the School's rules and policies, is absent for fourteen (14) consecutive calendar days, or fails to return from an approved leave of absence on the scheduled date of return. If a student is absent for fourteen (14) consecutive calendar days, the fourteenth (14th) day then constitutes the date of withdrawal. If a student fails to return from an approved leave of absence on the scheduled date of return, the scheduled date of return constitutes the formal date of withdrawal except in the event the student notifies the institution that student will not be returning, in which case that date shall be the formal date of withdrawal.

Leave of Absence (LOA) Policy

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

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

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

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

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

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

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

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

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

Re-Admission

Students who have withdrawn from the School in good academic standing and who wish to be readmitted should contact the Registrar's Office to update their applications. If the application for re-admission is for a

different curriculum, the standard requirements for a change of program will apply. Students who have withdrawn while on academic probation, or, who have been suspended or dismissed for lack of academic progress, non-attendance, or misconduct must reapply through the Director of Education's office and submit the required application for re-admission. Prior tuition balances and student loan statuses must be cleared before re-admission application forms will be processed.

Students granted re-admission may have course load restrictions, specific grade and attendance requirements, and/or required advising sessions in order to remain enrolled.

Students applying for re-entry agree that they may fall under any new changes that have been implemented since they last attended the School. This includes, but is not limited to, tuition increases, changes in services formerly included in tuition that are no longer included, and curriculum changes.

A student wishing to re-enter who was withdrawn due to not making satisfactory progress cannot be readmitted until a minimum of one grading period has passed. Any student reentering for a second time must meet with the Director of Education prior to attending classes.

Add/Drop Period for Term-Based Programs

In Lamson's term-based programs, the first seven calendar days of each new term, including holidays, is known as the add/drop period. During the add/drop period, with approval from their department chair or the Director of Education and from the Financial Aid office, students may add or drop courses without academic penalty. For any students enrolling in a course during the add/drop period (after the course has started), attendance will be taken starting on the first scheduled class session following that student's enrollment.

Attendance Policy

The School is committed to the principle that class attendance is an essential part of its educational programs and in its goal to prepare all students for the responsibilities of their chosen career fields. Regular class attendance is mandatory in all classes and attendance is recorded for every regularly scheduled class. This attendance policy applies to all students, whether they are enrolled in a traditional in-classroom program or in a hybrid online program.

All absences, late arrivals, and early departures are recorded and become a part of the student's permanent record. A student will be required to repeat any course in which absences, including the time tallied for tardies and early departures, exceed 20% of the scheduled participation hours for modular programs or 20% of the scheduled participation hours for term-based programs. Students absent for 14 consecutive calendar days will be dismissed from the school.

For the purposes of recording attendance, no distinction is made between excused and unexcused absences. Students cannot be given attendance for either excused or unexcused absences, which are defined as follows:

Excused Absences – All absences up to and including 20% of the length of module/course are defined as excused absences with or without documentation. Excused absences cannot be made up.

Unexcused Absences – All absences over 20% of the length of module/course are considered unexcused, regardless of the reason for the absence. Students will be required to make-up unexcused absences to ensure 80% attendance. See "Make-Up Hours" section of catalog for further information on make-up hours rules and requirements.

Failure to comply with the attendance policy can result in reduction of the final grade, module/course failure, suspension, or dismissal. Externship and clinic courses and programs which are considered clock hour programs for Title IV purposes, have their own specific attendance criteria and may require make-up of all hours missed as detailed below.

Attendance Tracking

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

Online Attendance Policy for Modular Program Students

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

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

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

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

1. Submission of a gradable assignment, such as a paper, test, exam or quiz.
2. Participating online in an interactive tutorial, or other computer-assisted instruction.
3. Online attendance of a study group that is assigned by the School.
4. Initiating contact with a faculty member to ask a question about the academic subject studied in the course or responding to a faculty member's inquiry.
5. Participation in a gradable online discussion, with classmates and/or the instructor, in a way that is substantively and academically related to the enrolled course. The purpose of substantive interaction in an online discussion forum or thread is to promote comprehension of the academic topic through a collaborative, collective and interactive conversation. Substantive interaction involves a sustained, interactive communication. A substantive post adds to the discussion and encourages a response from fellow students. A student's discussion post may include a well thought out opinion that applies ideas relevant to the course content. It may compare and contrast the posts of others, perceptions of each student's experience of facts may also vary based on the student's perception. In some cases, the values of an outcome may be explored that further expands on the discussion thread. By substantively interacting, it opens up the lines of communication with fellow classmates and instructors to help foster and promote a deeper academic understanding of the topics discussed in the course, which will contribute to student academic achievement.
6. Some examples of substantive posts that will be considered an ARA:
 - Making associations between coursework readings and the interactive discussion.
 - Apply lessons from students' coursework or profession, clinical rotations or externship and/or life to the interactive discussion.
 - Ask additional questions of your classmates.
 - Explain why you agree or disagree, offering specific examples to support your perspective.
 - Create and expand on comprehensive academic thoughts on the academic topic in comments that are at least 50 words long.
- Some examples of non-substantive posts that will not be considered an ARA:
 - Discuss topics unrelated to the academic coursework (e.g., the plot line of your favorite television show).
 - Mocking or insulting classmates for their opinions.

- Asking questions of the instructor that are not academically substantive in nature or related to the specific course (e.g., “will this test be hard?”)
- Offering a two-word response like “I disagree,” without further explanation.

Online Attendance Policy for Degree Program Students

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

Hybrid Online Courses

To be considered present in a given week for a hybrid online course, in addition to attending all class sessions, scheduled both online and at the campus, degree students must complete one of the following: post at least once to a relevant class discussion for the week or complete one homework assignment or quiz.

Online Courses

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

Make-up Hours

It is the policy of the School to allow students participating in both modular and term-based programs to complete make-up hours, at times provided by the instructors, prior to the end of that module or course in which time is missed. Although Lamson's programs are measured in credits, attendance and make-up hours are based on each program's equivalent clock hours. Students may make up hours up to, but not exceeding, 5% of the total equivalent clock hours for any module or course and may only make up those hours required to meet that module or course's attendance requirement.

For example, in a 5-credit module with 120 equivalent clock hours:

- A student missing up to 24 hours (20%) will meet the attendance requirement for that module and is not eligible for make-up hours.
- A student missing more than 24 hours but no more than 30 hours (25%) is eligible for make-up hours **AND** must complete sufficient make-up hours to achieve the 80% attendance requirement in order to pass that module.
- A student missing more than 30 hours (25%) cannot complete sufficient make-up hours to achieve the 80% attendance requirement for that module without exceeding the 5% make-up hours maximum allowed under this policy. He or she is ineligible for make-up hours and must repeat the module.

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

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

All tests must be taken when scheduled. If you are absent, you will not be allowed to make up any test or quiz unless prior arrangements have been made. If a student can provide a documented reason demonstrating that the absence occurred due to extenuating circumstances (doctor's excuse, jury duty notice, etc.) no points will be deducted from the test or quiz grade for the absence. Homework should be turned in daily or at the instructor's discretion. Assignments turned in late will have a decrease in value reflected on the participation grade at the instructor's discretion.

Grading System

Grades measure the degree to which students master the competencies in their coursework and are one measure of a student's ability to meet employment standards in the fields for which he/she is preparing. Upon the completion of each term, the student is given a letter grade in each class based upon written examinations, practical exercises, projects and other submitted work, as defined in the course syllabus. Reports showing the final grade in each course, the term summary and CGPAs are furnished to each student at the end of each term. Every course for which a student officially registers will appear on the student's official transcript unless the student cancels his/her enrollment prior to the commencement of classes or prior to the end of the drop/add period. All courses entered on a student's official transcript are assigned a letter-grade evaluation.

The following grades are used on grade reports and count as credits attempted for both CGPA and pace calculations of academic progress:

LETTER GRADE Hour	DEFINITION	QUALITY POINTS		
		per	Quarter	Credit
A	90-100 Excellent			4
B	80-89 Above Average			3
C	70-79 Average			2
F	0-69 Failing			0
I	Incomplete			0

Incomplete Grades

The grade of Incomplete (I) is given only when the student is making satisfactory progress in a class, but for valid reason is unable to complete all the work in the class by the time the class ends. The student must have successfully completed a minimum of 75 percent of the class work assigned at the time the Incomplete is requested. Students must initiate arrangements with instructors and receive approval of the Director of Education to make up the required work before the end of the first week of the succeeding term. At that time the grade will be calculated based on the work submitted and will replace the Incomplete. Incomplete grades count as credits/hours attempted but not completed. When the Incomplete is converted to a letter grade, it will be computed as credits/hours completed or failed, depending on the grade assigned.

With approval from the Director of Education, classes may be repeated in order to obtain a higher grade. The grade earned in the repeated class will replace the original grade for the class.

The following grades are used on grade reports and are calculated in a student's maximum timeframe for course completion requirements and also count as credits attempted for pace calculations, but they are not used in the determination of a student's grade-point average:

LETTER GRADE Hour	DEFINITION	QUALITY POINTS per Quarter Credit Hour
R	Repeated Course	Not applicable
W	Withdrawal before Mid-term	Not applicable
WL	Withdrawal Due to Leave of Absence	Not applicable
S	Satisfactory (A, B or C level)	Not applicable
U	Unsatisfactory (F level)	Not applicable
P	Passed by Examination	Not applicable
T1	Transferred grade from other school	Not applicable

Repeated courses

F, U, W, and WL grades require repeating and are retained on the transcript. Repeated courses will appear on the transcript with the new letter grade earned and the previous attempts of the course will be assigned a grade of R to indicate Repeated. The new grade will replace the original grade for the purposes of calculating the CGPA. Courses which have been repeated (grades of R) will count as credits attempted for the purposes of calculating pace. Students in non-term credit hour programs or clock hour programs may not receive financial aid for repeated courses. Students in term-based credit hour programs may receive financial aid to repeat failed courses. As of July 1, 2011, a student's enrollment status in a term-based, credit hour program for Title IV purposes may include coursework being repeated that was previously taken in the program, but may not include

more than one repetition of a specific, previously passed course. The original grade will be replaced with an R and the repeated grade will be used in calculating the CGPA. All attempts count in the pace of the program.

For students enrolled in modular programs: If a student drops or withdraws from their program before the end of a module, they will earn a W or F grade for that module as determined by the student's SAP status in their program and their academic progress within the current module. If a student goes on a leave of absence from their program before the end of a module, they will earn a WL grade for that module. If, however, the student was failing the module (due to attendance or coursework) at the time their leave begins, the student may receive an F for that module.

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

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

Audited courses

Audited courses are assigned a grade of AU. Audited courses do not count as credits attempted or credits earned for any purposes and do not have any effect on calculations of pace or GPA.

Grade Point Average

The grade-point average (GPA) is computed by multiplying the quality point equivalent for each grade by the semester credit hours given for that course, adding the products, and then dividing the sum by the credit hours attempted during the term. Note the following example of determining a grade-point average.

Course	Credit Hours Attempted	Grade		Quality Points		Product
Course 1	3	A	x	4.00	=	12.00
Course 2	3	B	x	3.00	=	9.00
Course 3	3	F	x	0.00	=	0.00
Course 4	3	C	x	2.00	=	6.00
					=	
SUM OF PRODUCT	12					27.00

$$\text{Grade Point Average (GPA)} = \frac{27.00}{12} = 2.25 \text{ GPA}$$

Clock Hour to Credit Hour Conversion

For academic purposes, a clock hour is a period of 60 minutes with a minimum of 50 minutes of instruction, in a lecture, laboratory or externship. Clock hours are converted into credit units to allow for comparison with other postsecondary schools.

For academic purposes, the school uses the following method*, adapted from the Department of Education method, for conversion of clock hours to credit units:

One semester credit hour equals 45 units and one quarter credit hour equals 30 units, comprised of the following academic activities:

- One clock hour in a didactic learning environment = 2 units
- One clock hour in a supervised laboratory setting of instruction = 1.5 units
- One hour of externship = 1 unit

- One hour of out-of-class work and/or preparation for the didactic learning environment or supervised laboratory setting of instruction that are designed to measure the student's achieved competency relative to the required subject matter objectives = 0.5 unit

**This is the calculation that accreditor ACCSC uses for academic purposes.*

For Financial Aid purposes, Lamson Institute uses the USDE conversion for clock to credit hours of 30 in-class clock hours of instruction = 1 semester credit, and 20 in-class clock hours of instruction = 1 quarter credit.

Grade Challenges

Students have the right to contest grades assigned to them. Grades posted to transcripts must be challenged before the end of the first week of the applicable course (meaning either a module or a term-based course) immediately following the applicable course for which the grade was received. Students who desire to contest a grade must follow this procedure:

1. Schedule an appointment with the instructor who has assigned the grade. Discuss the matter with him/her asking him/her to review the basis for assigning the grade. If the disagreement about the grade is resolved in this discussion, the instructor should initiate any needed change in the grade.
2. If not resolved in Step 1 above, schedule an appointment with the Director of Education to review the basis for assigning the grade. The Director of Education may wish to consult individually with the student and instructor. If the disagreement about the grade is resolved in this discussion, grade change action (when needed) should originate through the instructor and be approved by the Director of Education.

EXCEPTION: In a situation where the grade in question involves a dispute between a student and the Director of Education, the appeal may move directly to Step 3.

3. If the matter is not resolved, the student must inform the instructor and the Director of Education that the case is being presented to the Campus Director for review.
4. A final review will be made by the Campus Director who will consult with all individuals involved. The grade in question may be upheld, or it may be declared invalid by the Campus Director. If declared invalid, the Campus Director may take the following action:
 - a. Ask that the student be given a comprehensive examination by the Program Director to establish a grade of record.
 - b. Assign an "Incomplete" or other grade (each with the Campus Director's signature rather than the Instructor's).

The right to contest a grade expires at the end of the first week of the course immediately following the course for which the grade was received. After that time, no changes will be made in recorded grades. The Campus Director may waive this time limit only in unusual circumstances. When a student contests a grade assigned by an instructor no longer employed by the institution, Step 1 above does not apply.

Grade Reports

Grades are one measure of a student's ability to meet employment standards in the fields for which s/he is preparing. Reports showing the final grade earned in each course and grade point averages are issued to students upon completion of each course.

Students demonstrating unsatisfactory work at the mid-point of a course are notified by instructors through mid-term reports. Students are encouraged to discuss their progress with their instructors throughout each course. Students with questions about grades should contact their instructor immediately upon receiving the grade.

Graduation Requirements

Candidates for graduation must:

- Complete successfully all courses and credits required for the diploma or certificate program
- Earn a cumulative overall grade point average of at least 2.0
- Complete each course with a minimum of 80% positive attendance
- Complete all competency and skill performance testing required for the program

Additionally, students preparing to graduate will be expected to:

- Attend any required graduation meeting(s), seminars, workshops
- Attend exit interview(s) conducted by the Financial Aid Director if the student has utilized student loans
- Attend exit interview with the Career Services Department and submit an approved resume, cover letter, and three references
- Be free of all indebtedness to the School

Diplomas

Upon satisfactory completion of course requirements, the School will issue a diploma certifying course completion. The school reserves the right to withhold distribution of the diploma if the student has a financial indebtedness to the School.

Transcripts

A full and complete record of every course for which a student registers is maintained on a secure, computerized student records system that is backed up systematically. The record of all credits attempted and earned is posted to this record concurrent with the issuance of grade reports to students.

One unofficial transcript will be provided to the student at no charge, upon request. Upon graduation, the first three copies of an official transcript will be supplied free upon request of the student. Subsequent copies of the official transcript will carry a \$10.00 charge. Students who have not satisfied their financial obligations to the School are not eligible to receive or request transcripts. A written authorization by the student is required for the School to release an Official Transcript.

Refresher Courses

Graduates have the opportunity to retake any course they have completed, provided there is space available, and with the approval of the Campus Director and instructor at no charge, except for books and supplies. Graduates are subject to school rules and regulations at all times. A written request for a refresher course should be submitted to the Director of Education at least thirty (30) days prior to the beginning of the desired course. Graduates are encouraged to return to the School to take course in their field of study.

Satisfactory Academic Progress

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

1. Grades: Maintain for each course (meaning either a module or a term-based course) of instruction an academic grade of C or better; and
2. Attendance: Maintain an attendance level of 80% or better for each course of instruction.

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

Note: The failure of two Vocational Nursing courses, due to either poor grades or poor attendance, will result in dismissal from the program. Any appeals of dismissal from the program must be submitted and will be reviewed according to the Appeals Policy later in this section.

Probation due to Poor Grades

If a student at the end of a course does not receive at least a C- for that course, then the student is automatically placed on probation by the School effective as of the last day of instruction for that unsatisfactory course. The grade received for the unsatisfactory course is recorded and the student must repeat that same course and meet Satisfactory Academic Progress requirements for the repeated course.

If the unsatisfactory course is not available to repeat immediately, the student may take another course in his or her program prior to repeating the unsatisfactory course. However, the student must retake the unsatisfactory course at the next available opportunity when the same course is offered again and meet Satisfactory Academic Progress. The student remains on probation until Satisfactory Academic Progress is met.

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

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

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

Probation due to Poor Attendance

Attendance is extremely important to the success of the student at Lamson. If a student at the end of a course has not maintained an attendance level of at least 80% for that course then the student will receive a mandatory "F" for that course regardless of any other academic factors attained by the student in that course. Further, the student is automatically placed on probation by the School effective as of the last day of instruction for that unsatisfactory course.

If the unsatisfactory course is not available to repeat immediately, the student may take another course in his or her program prior to repeating the unsatisfactory course. However, the student must retake the unsatisfactory course at the next available opportunity when the same course is offered again and meet Satisfactory Academic Progress. The student remains on probation until Satisfactory Academic Progress is met.

EXAMPLE: if a student was attending Course A and did not maintain at least 80% attendance for Course A, the student is automatically placed on probation. Due to the fact that Course A might not be continuously offered by the School, the student is authorized to take another course in their program of instruction that is being offered by the School, for example, Course B. However, the student must successfully repeat Course A at the next opportunity when Course A is offered again.

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

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

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

Satisfactory Academic Progress (SAP) "Appeal Process"

A student whose enrollment has been terminated for failure to maintain Satisfactory Academic Progress may submit a written appeal of his/her dismissal within five calendar days of their receipt of the dismissal notice from the School. The appeal must be accompanied by documentation of the mitigating circumstances that have prevented the student from previously attaining Satisfactory Academic Progress and evidence that changes have occurred to allow the student to now meet standards of Satisfactory Academic Progress such as death or severe illness in the immediate family, an injury or illness of the student or other allowable special

circumstances. Before an appeal may be granted, a written academic plan must be developed and provided to the student which clearly identifies a viable plan for the student to successfully complete the program within the Maximum Time Frame allowed.

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

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

Module/Course Repeat

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

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

Maximum Time Frame

All course repeat attempts are counted for determining a student's Maximum Time Frame. Please see section under "Maximum Time Frame" for further information.

Financial Aid & VA Educational Benefits Warning

Failure to meet Satisfactory Academic Progress will result in the implementation of the Financial Aid Warning. Note: The Financial Aid Warning applies to VA educational benefits as well. A student will be placed on Financial Aid Warning for the next Payment Period. The student can still receive aid during a Warning payment period. However, the student's progress will be assessed after the payment period is over. If the student does not meet the SAP standards then the student will be ineligible from receiving any additional financial aid and/or their failure to meet Satisfactory Academic Progress will be reported to VA. Pursuant to 38 U.S.C. 3474, VA educational benefits are discontinued when the veteran or eligible person ceases to make satisfactory progress.

Financial Aid Appeal/Probation

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

Limit on Reinstatement Appeals

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

Evaluation Checkpoints

Title IV Evaluation of Satisfactory Academic Progress will be made at the end of each term for term-based programs and at the end of the following checkpoints (Note: An academic year is 30 semester credits) for modular programs:

Medical Assistant	Medical Biller/Coder/Office Assistant	Lab Assistant, EKG Technician/Phlebotomist
15 Semester Credits	15 Semester Credits	15 Semester Credits
24.5 Semester Credits	24.5 Semester Credits	24.5 Semester Credits

Electrician	Commercial Refrigeration, Heating and Air Conditioning	Personal Fitness Trainer
15 Semester Credits	15 Semester Credits	15 Semester Credits
30 Semester Credits	30 Semester Credits	30 Semester Credits
	35 Semester Credits	

Other Policy Considerations

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

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

Maximum Time Frame/Maximum Program Length:

A student must complete an academic program in no more than one and one-half (1.5) times the published normal program length. A student cannot exceed the Maximum Time Frame and still receive his or her original diploma. If a student feels that there was an error in the calculation of his or her ability to graduate within the Maximum Time Frame, the student may discuss it with the registrar and appeal the calculation through the appeal process as described elsewhere in this section. A review of Maximum Time Frame will occur after every course attempt. Maximum Time Frame calculations include all attempted courses, passed courses, failed courses, dropped courses with attendance, and all courses with attendance failures or uncompleted courses. The Maximum Time Frame is reduced for students with transfer or exam credit courses based upon the remaining length of their program.

To determine the maximum timeframe for programs measured in credit hours (for financial aid purposes), take the published number of credit hours necessary to graduate and multiply by 1.5. Example:

$$\begin{array}{r} 96 \text{ Published Program Credits} \\ \times 1.5 \text{ Maximum Timeframe} \\ \hline 144 \text{ Maximum Attempted Credits Permitted to Complete Program} \end{array}$$

The Maximum Time Frame for programs measured in clock hours (for financial aid purposes) will vary, depending on a student's status as a full-time or part-time student. The Maximum Time Frame will have both a clock hour limit and a calendar time limit. For all programs and all enrollment statuses the clock hour limit is 1.5 times the published length of the program in clock hours. For calendar time limits, the program listing in the catalog will list separate program lengths in weeks for full-time students and, if applicable, for part-time students. In a clock hour program, a full-time student is a student scheduled for at least 20 clock hours per week. To determine the Maximum Time Frame for programs measured in clock hours (for financial aid purposes), take the appropriate (full-time or part-time) published length of the program in weeks and multiply by 1.5. Fractions of a week should be rounded up to the next whole week.

Example:

48 Published Program Length \times 1.5 Maximum Time Frame
72 Maximum Weeks permitted to Complete Program Clock Hours or

1200 Published Clock Hours
 \times 1.5 Maximum Timeframe
1800 Maximum Clock Hours attempted permitted to complete the program

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

Incompletes, Withdrawals, Repetitions

If a student receives an Incomplete, the course work must be completed within one week and a grade earned. If the work is not completed the "I" will be changed to an "F" and the course must be repeated. When a student withdraws from a course, that course must be repeated at a later time to satisfy program requirements. Withdrawals count as hours attempted but do not count in the calculation of the cumulative GPA.

A student who fails any course must retake that course in order to complete the program. If repeating the training is required, the length of the program shall not exceed one-and-a-half times the planned program length.

When a student repeats a course, the last grade received for that course replaces the original grade (even if the original grade was higher), and this new grade is used along with the student's other grades to calculate the cumulative GPA. Although the original grade is not counted in the cumulative GPA, each attempt counts as credits attempted in the calculation of the maximum time frame and completion rate.

Students with course incompletes, withdrawals, and repetitions can continue receiving financial aid if they are otherwise maintaining satisfactory academic progress.

Students who are unable to finish a term due to deployment for active duty military service, whether enlisted, reserve, or National Guard, are entitled to a refund of all tuition and fees for the unfinished term. Credit will not be granted for unfinished courses, and the unfinished courses will not impact the student's Satisfactory Academic Progress. If the military student is deployed at the end of a term and completes his or her courses prior to deployment, then the tuition will not be refunded, the credits will be earned, and the student's Satisfactory Academic Progress will reflect the inclusion of those credits. Such a student will be released from his or her financial obligations for future terms. Deployed students who choose to return to School following completion of the deployment can re-apply as returning students.

If the military student is enrolled in a **non-term** program that will allow him or her to withdraw and re-enter at the same point, the student may request a leave of absence, which will be granted provided that the School is able to ensure that the student will be able to return to the program at **exactly the point at which he or she withdrew**.

In all cases, the military student must provide evidence, such as a copy of official orders, and/or a letter from a superior, to document the activation and/or deployment. Military students are also encouraged to consider taking courses online whenever possible during deployments, so that they can continue to progress toward completion of their programs.

The following table summarizes the effect of specific grades on the calculations of pace and CGPA:

Grade	Count as Credits Attempted for Pace?	Count as Credits Attempted for Cumulative GPA?	Count as Credits Earned?	Quality Points per credit
A	Yes	Yes	Yes	4
B	Yes	Yes	Yes	3
C	Yes	Yes	Yes	2
F	Yes	Yes*	No	0
S	Yes	No	Yes	N/A
U	Yes	No	No	N/A
W	Yes	No	No	N/A
WP	Yes	No	No	N/A
WF	Yes	Yes*	No	0
T1	Yes	No	Yes	N/A
A1	Yes	Yes	Yes	4

Grade	<i>Count as Credits Attempted for Pace?</i>	<i>Count as Credits Attempted for Cumulative GPA?</i>	<i>Count as Credits Earned?</i>	<i>Quality Points per credit</i>
B1	Yes	Yes	Yes	3
C1	Yes	Yes	Yes	2
F1	Yes	Yes*	No	0
W1	Yes	No	No	N/A
WP1	Yes	No	No	N/A
WF1	Yes	Yes*	No	0
S1	Yes	No	Yes	N/A
U1	Yes	No	No	N/A
I	Yes	Yes	No	0
P	Yes	No	Yes	N/A
R	Yes	No	No	N/A
AU	No	No	No	N/A

* Until course is retaken to successful completion, at which point, these credits no longer count as credits attempted for the purposes of calculating CGPA.

6. PROGRAMS OF STUDY

Modular Programs:

Electrician Technician
Commercial Refrigeration, Heating and Air Conditioning
Lab Assistant, EKG Technician/Phlebotomist
Medical Assistant
Medical Biller/Coder/Office Assistant
Personal Fitness Trainer

Term-Based Programs:

Cloud Computing & Cybersecurity Associate
Vocational Nursing

All required disclosure information regarding Lamson Institute and its programs is available online at <https://lamson.edu/about/student-consumer-info/>.

Electrical Technician

Diploma Program

Credit Hours Required: 30 Semester Credits

Expected Minimum Completion Time: 36 weeks

Clock Hours Required: 720 Instructional Clock Hours

Available as a Traditional In-Classroom Program or a Hybrid Online Program (Consult Admissions Department for details.)

Upon successful completion of this program, the graduate will be prepared with the necessary skills for entry-level employment as a residential, commercial or industrial electrical helper. At least half of this course shall be "hands on" with the student taking an active role in actually wiring of residential and commercial electrical installations. Graduates will still need to meet the licensing requirements in the state to become licensed.

Please see the end of this program description for a list of other possible entry-level job titles with their assigned Standard Occupation Classification (SOC) Codes. Graduates of this program may want to consider these other SOC job titles as potential entry-level job opportunities to pursue upon graduation.

Course Selections		Clock Hours	Semester Credits
		Lec / Lab / Ext / Total	
*ELC 101	Introduction to Electrical Theory	60 / 60 / 0 / 120	5
*ELC 201	Intro to National Electrical Code and Blue Print Reading	60 / 60 / 0 / 120	5
ELC 301	Basic Residential Wiring Methods I	60 / 60 / 0 / 120	5
ELC 401	Basic Residential Wiring Methods II	60 / 60 / 0 / 120	5
ELC 501	Basic Commercial Wiring Methods I	60 / 60 / 0 / 120	5
ELC 601	Intermediate Commercial II & Basic Industrial Methods	60 / 60 / 0 / 120	5
Total		360 / 360 / 0 / 720	30

*Completion of ELC 101 and ELC 201 is a pre-requisite for taking ELC 301, ELC 401, ELC 501, and ELC 601. ELC 301, ELC 401, ELC 501, and ELC 601 may be taken in any order after completion of the pre-requisites.

In-Classroom and Hybrid Online Time Commitment

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

Electrical Technician Course Descriptions

(AA-BB-CC-E, DD) at the end of each course description where AA is Lecture Hours, BB is Lab Hours, CC is Externship Hours, DD is Outside Hours, and E is total Semester Credit Hours.

ELC 101 Introduction to Electrical Theory

120 Clock Hours/5 Semester Credit Hours

This course introduces the novice electrical student to basic electrical concepts. It establishes a thorough lecture and hands-on experimentation and learning, a student will learn about of electron theory, voltage, current (both AC and DC), resistance, inductance, capacitance and common units of electrical measurement. Basic circuit design, switching and troubleshooting will be learned in a laboratory setting. This course shall also include lectures on the principles of electrical generation, common circuit requirements, harmonics, power factor, ohms law, magnetism, mathematical concepts, load calculations and formulas will also be taught. Students will apply all information presented in a hands-on laboratory setting under instructor supervision. *Prerequisites: None (60-60-0-30, 5)*

ELC 201 Introduction to National Electrical Code and Blue Print Reading**120 Clock Hours/5 Semester Credit Hours**

This course is designed to teach the student how to read, understand and use residential and commercial blueprints through the study of symbols and specifications associated with the electrical field. This course is an introduction to the National Electric Code. The student will be instructed on the history and evolution of electrical codes in United States. In addition to being an introduction to the proper use and implementation of the NEC, this course shall include the relationship of the NEC to local, state and federal codes. Students will apply all information presented in a hands-on laboratory setting under instructor supervision. *Prerequisites: None (60-60-0-30, 5)*

ELC 301 Basic Residential Wiring Methods I**120 Clock Hours/5 Semester Credit Hours**

This course teaches the students about the process of how they will wire a single family residence from issue of permit to final inspection. The students will do a variety of hands on wiring projects which they will do as working electrical helpers following graduation. This course focuses on the use of hand tools, power tools, and basic installation techniques. This course is the starting point for hands on residential installations. It gives the electrical student a practical manipulative introduction to the use of the National Electrical Code requirements for residential wiring as well as understanding the role of inspection at the local levels. Students will apply all information presented in a hands-on laboratory setting under instructor supervision. *Prerequisites: ELC 101 and ELC 201 (60-60-0-30, 5)*

ELC 401 Basic Residential Wiring Methods II**120 Clock Hours/5 Semester Credit Hours**

This course will continue building the student's knowledge and practical skills associated with basic residential wiring methods. It includes underground and overhead electrical service installations, lighting design as well as wiring for heating and air conditioning systems. In this course the student shall be introduced to troubleshooting residential electrical faults. Additionally, this course shall discuss structured media systems as well as introduce the student to "smart house" technology. Students will apply all information presented in a hands-on laboratory setting under instructor supervision. *Prerequisites: ELC 101 and ELC 201 (60-60-0-30, 5)*

ELC 501 Basic Commercial Wiring Methods I**120 Clock Hours/5 Semester Credit Hours**

This course gives the student an introduction to commercial wiring methods. The course will teach the student to read and understand blueprints used in commercial applications. It shall cover the proper use and identification of materials associated with commercial electrical work. It teaches the student specific code requirements related to commercial applications as well as the ability to calculate service, feeder and branch circuit requirements. It provides hands on skills that the student shall need in the field to properly bend and install conduit and associated electrical equipment. Students will apply all information presented in a hands-on laboratory setting under instructor supervision. *Prerequisites: ELC 101 and ELC 201 (60-60-0-30, 5)*

ELC 601 Intermediate**Commercial II & Basic Industrial Methods****120 Clock Hours/5 Semester Credit Hours**

This course introduces the student to three phase electrical distribution systems. It shall include intermediate principles and concepts commonly used by electricians using calculations, hands on hook up techniques and code requirements for properly installing transformers and motors. It also establishes the principles of proper maintenance and troubleshooting. This course also teaches the student about A.C. and D.C., single phase and three phase motor operation with emphasis on operational theory, design, sizing, characteristics and code requirements. Students will apply all information presented in a hands-on laboratory setting under instructor supervision. *Prerequisites: ELC 101 and ELC 201 (60-60-0-30, 5)*

Job titles (with SOC codes) to possibly consider as potential entry-level job opportunities to pursue upon graduation:

*Standard Occupational Classification (SOC)	Employment Position
13-1051	Cost Estimators
17-3023	Lighting Conductor Engineer, Lighting Technician
41-3091	Sales Representatives of Services, Except Advertising, Insurance, Financial Services, and Travel
43-5041	Meter Reader

47-1011	First-Line Supervisors of Construction Trades and Extraction Workers
47-2061	Construction, Construction and Building Inspector
47-2111	Electrician
47-2231	Solar Panel Installer
47-3013	Electrician Apprentice, Electrician Helpers
47-4011	Data Processing Equipment Repairer
47-4021	Elevator Installer and Repairers
49-2021	Radio Mechanic
49-2022	Communication and Equipment Mechanics, Communications Equipment Technician
49-2091	Avionics Technician
49-2092	Electric Home Appliance and Power Tool Repairer
49-2094	Electrical Fitter, Electrical Parts Repairers, Industrial Machinery Mechanics, Industrial Machinery Repair
49-2095	Power Plant Electrician
49-2096	Auto Electrician
49-2097	Audio and Video Technicians, Satellite Systems Technician
49-2098	Security Alarm Fitter, Security and Fire Alarm Installer, Security Systems Installer
49-3011	Aircraft Electrician
49-9011	Mechanical Door Repairer
49-9012	Electric Meter Installer and Repairer
49-9051	Line Installers and Repairers, Powerline Technician
49-9062	Medical Equipment Repairer
49-9070	Building Electrician
49-9071	Maintenance Electrician, Maintenance and Repair Worker, Maintenance Repairer
49-9097	Signal and Track Switch Repairer
51-2023	Electro-Mechanical Technician
51-8010	Electric Power Plant Operator
51-9061	Inspectors, Testers, Sorters, Samplers, Weighers

* All SOC codes are accurate for the 2018 system and are available at: <http://www.bls.gov/soc/#classification>

Commercial Refrigeration, Heating and Air Conditioning

Diploma Program

Credit Hours Required: 35 Semester Credits

Expected Minimum Completion Time: 42 weeks

Clock Hours Required: 840 Instructional Clock Hours

Available as a Traditional In-Classroom Program or a Hybrid Online Program (Consult Admissions Department for details.)

Upon successful completion of this program, the graduate will have the knowledge and skills needed towards a rewarding career in the Commercial Refrigeration and Air Conditioning field. Graduates will be prepared with the necessary skills for entry-level employment as a residential and commercial Refrigeration and HVAC technician working in various businesses, property management facilities, contracting services, etc. At least half of this course shall be "hands on" with the student taking an active role in actually troubleshooting and installing commercial refrigeration and HVAC systems.

Potential entry-level job titles include HVAC Technician, Maintenance Technician, and Field Service Technician. Please see the end of this program description for a list of other possible job titles with their assigned Standard Occupation Classification (SOC) Codes. Graduates of this program may want to consider these other SOC job titles as potential entry-level job opportunities to pursue upon graduation.

Course Selections		Clock Hours	Semester Credits
		Lec / Lab / Ext / Total	
HV 301	Mechanical Refrigeration Principles	72 / 48 / 0 / 120	5
HV 302	Applied Electricity for HVAC	72 / 48 / 0 / 120	5
HV 303	Gas Fired Heating Systems & Boiler Operations	72 / 48 / 0 / 120	5
HV 304	Air Conditioning Systems	72 / 48 / 0 / 120	5
HV 305	Commercial Refrigeration & Ice Machines	72 / 48 / 0 / 120	5
HV 306	Troubleshooting Startup and Installation	72 / 48 / 0 / 120	5
HV 307	Heat Pump Systems	72 / 48 / 0 / 120	5
Total		504 / 336 / 0 / 840	35

In-Classroom and Hybrid Online Time Commitment

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

Course Descriptions

HV301 Mechanical Refrigeration Principles

120 Clock Hours (72 Lecture + 48 Lab) 5Semester Credit Hours

This course introduces the student to the field of refrigeration and air conditioning. This course will provide instruction on thermodynamics, heat transfer, pressure and temperature relationships, and the fundamentals of refrigeration. The student will learn the major components and accessories of the sealed system including metering devices, evaporators, compressors and condensers. In this course the student will also learn the core section of EPA regulatory under section 608 of the Clean Air Act, as they relate to refrigerants and refrigerant handling. Emphasis is placed on principles of safety practices and the identification and purpose of the hand and power tools utilized in the field by HVAC/CR technicians. The practices for oxy acetylene torch safety are emphasized along with different techniques for connecting tubing such as brazing and soldering copper refrigerant lines and the proper procedures for cutting, bending, swaging and flaring in the air conditioning field.

Prerequisite: None

HV302 Applied Electricity for HVAC**120 Clock Hours (72 Lecture + 48 Lab) 5Semester Credit Hours**

This course introduces the beginning HVAC/CR student to basic electrical concepts. It establishes a thorough understanding of electron theory, voltage, current, resistance, ohms law, magnetism, mathematical concepts and common units of electrical measurement. It also covers basic circuit design of series, parallel and combination circuits. This course also introduces the student to the different electrical symbols used in electrical wiring. Through these symbols, the student will be able to interpret, read electrical diagrams and the use of different types of meters for troubleshooting. Also this course will provide instruction on the various types of electric motors and their applications. Topics consist of single and three-phase motors, capacitor start/run motors, and variety of different controls to start and stop these motors application. **Prerequisite:** None

HV303 Gas Fired Heating Systems & Boiler Operation**120 Clock Hours (72 Lecture + 48Lab) 5Semester Credit Hours**

The purpose of this course is to provide students with the basics of gas fired heating. The topics covered in this course are geared toward the residential and commercial package unit forced air heating systems. The student will be exposed to the central heating system mechanical and electrical safety, types of gas and fuel used, function of controls, combustion efficiency tests, gas pressure adjustment and proper ventilation. The class will familiarize the student with different boiler room design and hydronic heating systems, focusing on controls and the safe operation of support equipment. Extensive hands on troubleshooting and electrical wiring diagrams are used to prepare the student for field service.

Prerequisite: HV301 and HV302

HV304 Air Conditioning Systems**120 Clock Hours (72 Lecture + 48 Lab) 5Semester Credit Hours**

This course covers Air Conditioning split systems and roof top package units. It will teach the students the normal refrigeration cycle for air conditioning units and their various components. Charging methods will be covered which include superheat, sub-cooling, weigh-in and dial-a-charge. This course will also include service and repair of air conditioning systems using mechanical and electrical troubleshooting techniques and electrical wiring diagrams interpretation, and specialized system components. Upon completion the student should be able to service and repair residential air conditioning systems.

Prerequisite: HV301 and HV302

HV305 Commercial Refrigeration & Ice Machines**120 Clock Hours (72 Lecture + 48 Lab) 5Semester Credit Hours**

This course introduces refrigeration systems and applications. Topics include defrost methods, safety and operational control, refrigerant piping, refrigerant recovery and charging, and leak testing. This course covers the installation and startup of common commercial refrigeration systems. Topics include display/storage boxes or cases, walk-in systems, supermarket racks. In addition to that this course introduces the students to commercial ice machines. Emphasis is placed on dispensing machines, ice making equipment, electrical and mechanical operation sequences, control adjustment procedures, preventive maintenance, repairs, and installation procedures using variety of refrigerants and blends. **Prerequisite:** HV301 and HV302

HV306 Troubleshooting, Start-Up & Installation**120 Clock Hours (72 Lecture + 48 Lab) 5Semester Credit Hours**

This course provides instruction on general service and installation of all HVAC systems. Topics include testing, adjusting, maintaining, and troubleshooting HVAC equipment. Emphasis is placed on preventive maintenance procedures for heating and cooling equipment and related components. The student will be able to perform an actual service call and diagnose a simulated real life troubleshooting call. Upon completion, students should be able to perform routine preventive maintenance tasks, maintain records, and assist in routine equipment repairs. Also this course introduces the students to residential and commercial air conditioning systems installation procedures. Emphasis is placed on proper installation techniques required by code, and duct installation. Upon completion the student should be able to properly install and start up an air conditioning unit.

Prerequisite: HV301 and HV302

HV307 Heat Pump Systems**120 Clock Hours (72 Lecture + 48 Lab) 5Semester Credit Hours**

Instruction received in this course centers around the basic theory and application of heat pump systems and components. The student will learn how the reverse cycle for air conditioning units is applied in heat pump and their various components. The student also learn what is C.O.P., E.E.R., S.E.E.R rating. This course teaches

the student various defrost methods including time, temperature, demand, air switch and other defrost integrated circuit board controls. Upon completion, students will be able to install and service heat pumps in wide variety of applications. Charging methods will be covered which include superheat, sub-cooling, weigh-in and dial-a-charge. This course will also include service and repair of air conditioning and heat pump systems using mechanical and electrical troubleshooting techniques, electrical wiring diagrams interpretation, and specialized system components. Electric heat and control sequencers for auxiliary and emergency heat are covered. The student will be able to describe how sequencers operate in an electric furnace and troubleshoot their electric circuitry. **Prerequisite:** HV301 and HV302

Job titles (with SOC codes) to possibly consider as potential entry-level job opportunities to pursue upon graduation:

*Standard Occupational Classification (SOC)	Employment Position
17-3029	Engineering Technicians, Except Drafters, All Other
49-9021	Heating, Air Condition, and Refrigeration Mechanics and Installers
49-9071	Maintenance and Repair Workers, General
49-9099	Installation, Maintenance, and Repair Workers, All Other

* All SOC codes are accurate for the 2018 system and are available at: <http://www.bls.gov/soc/#classification>

Lab Assistant, EKG Technician/Phlebotomist

Diploma Program

Credit Hours Required: 24.5 Semester Credits

Expected Completion Time: 36 weeks**

Clock Hours Required: 720 Instructional Clock Hours

Available as a Traditional In-Classroom Program or a Hybrid Online Program (Consult Admissions Department for details.)

Upon completion of the Lab Assistant, EKG Technician/Phlebotomist course, the graduate will be able to obtain an entry level position as an EKG Technician/Lab Assistant or Phlebotomist, performing several laboratory procedures in hematology, bacteriology, urinalysis, electrocardiography, fecal analysis and phlebotomy. In addition, the student will be able to take vital signs. The graduate will have appropriate communication skills and be CPR certified.

Potential entry-level job titles upon graduation will include EKG Technician, Laboratory Assistant and Phlebotomist. Please see the end of this program description for a list of other possible job titles with their assigned Standard Occupation Classification (SOC) Codes. Graduates of this program may want to consider these other SOC job titles as potential entry-level job opportunities to pursue upon graduation.

Course Selections		Clock Hours	Semester Credits
		Lec / Lab / Ext / Total	
LA 101	Module A	25 / 55 / 0 / 80	3
LA 201	Module B	25 / 55 / 0 / 80	3
LA 301	Module C	25 / 55 / 0 / 80	3
LA 401	Module D	25 / 55 / 0 / 80	3
LA 501	Module E	25 / 55 / 0 / 80	3
LA 601	Module F	25 / 55 / 0 / 80	3
LA 701	Module G	25 / 55 / 0 / 80	3
*EXT 801	Externship	0 / 0 / 160 / 160	3.5
Total		175/ 385 / 160 / 720	24.5

*Student must complete LA 101, LA 201, LA 301, LA 401, LA 501, LA 601, and LA 701 to be eligible for participation in the externship class EXT 801.

**The student has 8 weeks, or the equivalent of two modules to complete the externship. Most externships are scheduled at 40 hours per week and can be completed in one module. Therefore, students may complete the program as early as 34 weeks.

In-Classroom and Hybrid Online Time Commitment

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

Lab Assistant, EKG Technician/Phlebotomist Course Descriptions

(AA-BB-CC-E, DD) at the end of each course description where AA is Lecture Hours, BB is Lab Hours, CC is Externship Hours, DD is Outside Hours, and E is total Semester Credit Hours.

LA 101 Module A

80 Clock Hours/3 Semester Credit Hours

Students will receive an orientation and develop an understanding of laboratory safety and universal precautions. This module will include anatomy and physiology on the integumentary system. Students will learn through lecture and laboratory practice about nosocomial infections, and the proper way of handling body fluids, specimen requisitions, and specimens. Students will be taught about various instruments used in gathering

specimens and proper sterilization of same. Students will be taught the “chain of infection” and factors influencing diseases. As part of the training of the laboratory setting students will be able to identify and describe various types of glassware, as well as the use of the microscope and centrifuge. Students will apply all information presented in a hands-on laboratory setting under instructor supervision. *Prerequisites: None (25-55-0-20, 3)*

LA 201 Module B

80 Clock Hours/3 Semester Credit Hours

As students’ progress through this MOD they will learn the various characteristics of blood and its various functions. The individual students will describe the various diagnostic tests associated with red blood cell and white blood cells, and platelets, and the components of the urinary and reproductive systems. There will be instruction on various sexually transmitted diseases and the tests and treatments involved. Students will be taught through lecture and laboratory practice about homeostasis and the components of the urinary system. They will also be taught routine urinalysis and proper procedure for collecting urine sample. Students will apply all information presented in a hands-on laboratory setting under instructor supervision. *Prerequisites: None (25-55-0-20, 3)*

LA 301 Module C

80 Clock Hours/3 Semester Credit Hours

Students enrolled within this MOD will be taught about the Respiratory and Cardiac systems. Students will be taught through the use of lecture and visual aids about various diseases and their corresponding treatments which impact the heart. Students will also learn the EKG process and how to read basic EKG strips. In addition to these topics students will also learn about cardiac rhythms. Students will apply all information presented in a hands-on laboratory setting under instructor supervision. *Prerequisites: None (25-55-0-20, 3)*

LA 401 Module D

80 Clock Hours/3 Semester Credit Hours

Students will be instructed on the differences between serum and plasma. As part of this students will also learn about lipids (and different tests associated with them), how fasting effects blood sugar, post prandial and glucose tolerance tests. Students will also learn about the various aspects of time and measurement with regards to specimens. Students will learn about the anatomy and physiology of the Endocrine and Digestive systems. Students will also be trained on the interdependence of hormones and pregnancy. Laboratory procedural training will continue with additional methods of classifying microorganisms and associated disease issues relative to a laboratory setting. Students will apply all information presented in a hands-on laboratory setting under instructor supervision. *Prerequisites: None (25-55-0-20, 3)*

LA 501 Module E

80 Clock Hours/3 Semester Credit Hours

Within this module students will learn about the Nervous System and basic psychology of how attitudes and interests influence human behavior and the challenges of being a health care provider. Students will learn therapeutic drug monitoring, the more common therapeutic drugs and the different reasons for drug testing and types of specimens used. The CLIA chain of custody and levels of complexity will also be discussed. Instruction will also cover how attitude and interest influence human behavior and challenges of being a health worker. Following this unit, students will be able to recognize behavior patterns and how to devise goals for improving work habits, attitudes and problem solving. Students will apply all information presented in a hands-on laboratory setting under instructor supervision. *Prerequisites: None (25-55-0-20, 3)*

LA 601 Module F

80 Clock Hours/3 Semester Credit Hours

Within this course the students will define Phlebotomy and the professional qualities of a phlebotomist. Students will be instructed on the importance of informed consent, patient confidentiality, and legal issues for the phlebotomist. This will include the study of immunology. Continued training on safety procedures, universal precautions, and identification veins will also occur. The course will train the student on the “order of draw” and the proper blood collection procedure. Complications with patients and the issues associated with the field of phlebotomy will also be discussed. Training will continue as to the various aspects of basic ABO groups and Universal Donors/Universal Recipients. Students will apply all information presented in a hands-on laboratory setting under instructor supervision. *Prerequisites: None (25-55-0-20, 3)*

LA 701 Module G

80 Clock Hours/3 Semester Credit Hours

In this course the student will identify body planes and positions, describe the body cavities. This MOD will further teach the student’s about the anatomy and physiology of the muscular and skeletal systems. Instruction will be provided concerning the diseases specific to the nervous system. Students will apply all information presented in a hands-on laboratory setting under instructor supervision. *Prerequisites: None (25-55-0-20, 3)*

EXT 801 Externship*160 Clock Hours/3.5 Semester Credit Hours**

After completing the required classroom centered course work, students proceed to an externship at an approved site. The externship provides the student with a realistic work environment in which to apply the skills learned in the classroom. Externs perform their work under the supervision of assigned personnel at the site. Timesheets signed by the supervisor are submitted weekly to the school to document attendance at the externship site. All externship hours must be completed to fulfill the requirements of the externship module. A student must complete the externship to successfully complete the program. *Prerequisites: Student must complete LA 101, LA 201, LA 301, LA 401, LA 501, LA 601, and LA 701 to be eligible for participation in the externship class EXT 801. (0-0-160-40, 3.5)*

NOTICE: RULES AND CONDITIONS ABOUT EXTERNSHIPS:

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

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

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

Required Criminal Background Checks, Medical/Lab Exams, Drug Tests, and Immunizations for Programs with Externships:

Students enrolling in a program requiring completion of an externship should understand that externship locations may require the student to successfully pass and/or provide all criminal history background checks, medical/physical/lab exams and drug tests results, and proof of immunizations (collectively Student's "Personal and Medical Information"). If the student does not pass or provide their Personal and Medical Information then the student will be disqualified from taking their externship at such location and is then subject to being immediately dismissed, failed or withdrawn from their program of study as solely determined by the school. Upon signing their Enrollment Agreement, Lamson students authorize the school under all applicable federal, state, and local laws and regulations, including the Family Educational Rights and Privacy Act (FERPA) and the Health Insurance Portability and Accountability Act (HIPAA), to provide the student's Personal and Medical Information to any externship location and further, to any governmental and non-governmental entity that may require such Personal and Medical Information in order to apply for a license/permit/examination.

Job titles (with SOC codes) to possibly consider as potential entry-level job opportunities to pursue upon graduation:

*Standard Occupational Classification (SOC)	Employment Position
19-4021	Biological Technicians
29-2012	Medical and Clinical Laboratory Technicians
29-2031	EKG Technician
31-9092	Medical Assistant, Medical Assistant/Phlebotomist
31-9093	Medical Equipment Preparers
31-9096	In Vivo Technologist, Animal Care Trainee
31-9097	Phlebotomist, Rep, Phlebotomy Svcs., Rep, PS 1, Mobile Phlebotomist, Mobile Examiner, Paramedical Examiner, Examiner
31-9099	Laboratory Assistant, Specimen Processor, Specimen Technician, Lab Aide, Med Tech, Medical Technician, Patient Care Technician, Dialysis Technician, UA Tester, UA Technician, Healthcare Support Workers, All Other

* All SOC codes are accurate for the 2018 system and are available at: <http://www.bls.gov/soc/#classification>

Medical Assistant

Diploma Program

Credit Hours Required: 24.5 Semester Credits

Expected Completion Time: 36 weeks**

Clock Hours Required: 720 Instructional Clock Hours

Available as a Traditional In-Classroom Program or a Hybrid Online Program (Consult Admissions Department for details.)

Upon successful completion of the Medical Assistant course, the graduate will be able to obtain an entry level position as a Medical Assistant, assisting the physician in medical office examinations; perform basic laboratory skills and procedures; perform back office procedures, such as, to record, monitor, and mount electrocardiograms, complete physical examinations, tray set-ups, injections, positioning and draping, and charting a patient's medical history. In the front office, the Medical Assistant will perform the administrative duties of the office including bookkeeping, record management, appointment scheduling, insurance, and medical practice management. Job titles upon graduation will include Medical Assistant and front office personnel.

Please see the end of this program description for a list of other possible entry-level job titles with their assigned Standard Occupation Classification (SOC) Codes. Graduates of this program may want to consider these other SOC job titles as potential entry-level job opportunities to pursue upon graduation.

Course Selections		Clock Hours	Semester Credits
		Lec / Lab / Ext / Total	
MA 101	Module A	25 / 55 / 0 / 80	3
MA 201	Module B	25 / 55 / 0 / 80	3
MA 301	Module C	25 / 55 / 0 / 80	3
MA 401	Module D	25 / 55 / 0 / 80	3
MA 501	Module E	25 / 55 / 0 / 80	3
MA 601	Module F	25 / 55 / 0 / 80	3
MA 701	Module G	25 / 55 / 0 / 80	3
*EXT 801	Externship	0 / 0 / 160 / 160	3.5
Total		175/ 385 / 160 / 720	24.5

*Student must complete MA 101, MA 201, MA 301, MA 401, MA 501, MA 601, and MA 701 to be eligible for participation in the externship class EXT 801.

**The student has 8 weeks, or the equivalent of two modules to complete the externship. Most externships are scheduled at 40 hours per week and can be completed in one module. Therefore, students may complete the program as early as 34 weeks.

In-Classroom and Hybrid Online Time Commitment

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

Medical Assistant Course Descriptions

(AA-BB-CC-E, DD) at the end of each course description where AA is Lecture Hours, BB is Lab Hours, CC is Externship Hours, DD is Outside Hours, and E is total Semester Credit Hours.

MA 101 Module A

80 Clock Hours/3 Semester Credit Hours

This course deals with the study of Pharmacology along with the different methods of administration of medications. Students will learn different techniques of Injections and why some are used in certain contexts. Students will also be trained in the area of the Anatomy and Physiology of Cells, Tissues and Skin. Students will

also be instructed on the broad concepts of Law and Ethics as they pertain to the medical field. As part of the regular training and instruction of the course, the students will apply the information they receive in the lecture part of the class in hands-on supervised practice. *Prerequisites: None (25-55-0-20, 3)*

MA 201 Module B

80 Clock Hours/3 Semester Credit Hours

The unit deals with the critical area of medical asepsis and the proper procedures to reduce the risk in this area. Students will be trained on the proper selection of specific instruments associated with a variety of “trays”. Various draping and positioning procedures will be discussed. The Anatomy and Physiology of the Eye and Ear will be covered as part of the ongoing body systems training. As part of the regular training and instruction of the course, the students will apply the information they receive in the lecture part of the class in hands-on supervised practice. *Prerequisites: None (25-55-0-20, 3)*

MA 301 Module C

80 Clock Hours/3 Semester Credit Hours

In this course students will be instructed on the various tasks associated with a medical office, specifically appointment setting, scheduling and proper telephone techniques within a medical office. Students will also be introduced to basic bookkeeping and payroll accounting. Students will continue their lecture and laboratory instruction in the areas of anatomy and physiology with special attention on the Digestive System, Nutrition and the Endocrine System. As part of the regular training and instruction of the course, the students will apply the information they receive in the lecture part of the class in hands-on supervised practice. *Prerequisites: None (25-55-0-20, 3)*

MA 401 Module D

80 Clock Hours/3 Semester Credit Hours

In this MOD students will be instructed in both instructor lead and hands on learning in the subject areas of the respiratory and cardiovascular systems. Students will be trained on the importance of and how to take vital signs. Electrocardiography as a field of medicine will be taught and students will be trained on how to perform the basic electrocardiogram, as well as Spirometry techniques. As part of the regular training and instruction of the course, the students will apply the information they receive in the lecture part of the class in hands-on supervised practice. *Prerequisites: None (25-55-0-20, 3)*

MA 501 Module E

80 Clock Hours/3 Semester Credit Hours

In this unit the students will study the different steps involved in the payment process of an insurance claim. The different common insurance policies and procedures encountered in the field will be covered as well. Basic CPT and ICD coding system and how to apply them to various conditions are also included in the instruction within this module. The Anatomy and Physiology of the Musculoskeletal System and its corresponding bone, muscle and joint injuries and disorders will be taught as well. As part of the regular training and instruction of the course, the students will apply the information they receive in the lecture part of the class in hands-on supervised practice. *Prerequisites: None (25-55-0-20, 3)*

MA 601 Module F

80 Clock Hours/3 Semester Credit Hours

In this module students will be instructed on proper laboratory safety measures as well as how to perform basic Phlebotomy procedures. Laboratory testing procedures will be part of this unit's instruction too. The field of Microbiology will be introduced as will the concept of Radiation protection. The system of color coded vacationers and the “order of draw” are taught as well. As part of the regular training and education of the course, the students will apply the information they receive in the lecture part of the class in hands-on supervised practice. *Prerequisites: None (25-55-0-20, 3)*

MA 701 Module G

80 Clock Hours/3 Semester Credit Hours

In this module students will learn in the laboratory setting how to perform physical and chemical analysis of urine as part of their study of the urinary and reproductive systems. There will also be discussions on the importance and wide variety of research in area of medicine. There will also be instructional discussions on the importance of interpersonal communications and human behavior. As part of the section on communication, students will learn about Maslow's Hierarchy of Needs. The use of the Microscope will also be taught. As part of the regular training and instruction of the course, the students will apply the information they receive in the lecture part of the class in hands-on supervised practice. *Prerequisites: None (25-55-0-20, 3)*

***EXT 801 Externship**

160 Clock Hours/3.5 Semester Credit Hours

After completing the required classroom centered course work, students proceed to an externship at an approved site. The externship provides the student with a realistic work environment in which to apply the skills

learned in the classroom. Externs perform their work under the supervision of assigned personnel at the site. Timesheets signed by the supervisor are submitted weekly to the school to document attendance at the externship site. All externship hours must be completed to fulfill the requirements of the externship module. A student must complete the externship to successfully complete the program.

Prerequisites: Student must complete MA 101, MA 201, MA 301, MA 401, MA 501, MA 601, and MA 701 to be eligible for participation in the externship class EXT 801. (0-0-160-40, 3.5)

NOTICE: RULES AND CONDITIONS ABOUT EXTERNSHIPS:

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

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

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

Required Criminal Background Checks, Medical/Lab Exams, Drug Tests, and Immunizations for Programs with Externships:

Students enrolling in a program requiring completion of an externship should understand that externship locations may require the student to successfully pass and/or provide all criminal history background checks, medical/physical/lab exams and drug tests results, and proof of immunizations (collectively Student's "Personal and Medical Information"). If the student does not pass or provide their Personal and Medical Information then the student will be disqualified from taking their externship at such location and is then subject to being immediately dismissed, failed or withdrawn from their program of study as solely determined by the school. Upon signing their Enrollment Agreement, Lamson students authorize the school under all applicable federal, state, and local laws and regulations, including the Family Educational Rights and Privacy Act (FERPA) and the Health Insurance Portability and Accountability Act (HIPAA), to provide the student's Personal and Medical Information to any externship location and further, to any governmental and non-governmental entity that may require such Personal and Medical Information in order to apply for a license/permit/examination.

Job titles (with SOC codes) to possibly consider as potential entry-level job opportunities to pursue upon graduation:

*Standard Occupational Classification (SOC)	Employment Position
11-9111	Medical and Health Services Managers
29-2072	Medical Records Specialists
29-9021	Health Information Technologists and Medical Registrars
31-9092	Medical Assistant, Medical Assistant – Front Office, Medical Assistant – Back Office, Clinical Assistant, Back Office Clinical Assistant (BOCA), Front Office Clinical Assistant (FOCA)
31-3099	Medication Technician, Patient Registration Representative, Medical Benefits Specialist, Behavior Technician, Rehabilitation Technician, Medical Translator, Healthcare Support Workers, All Other
43-0000	Medical Claims Biller, Office Assistant
43-6013	Medical Receptionist, Medical Administrative Assistant, Medical Spa Receptionist, Medical Office Assistant, Medical Office Services Coordinator (MOSC), Unit Secretary, Medical Office Representative, Health Office Aide

* All SOC codes are accurate for the 2018 system and are available at: <http://www.bls.gov/soc/#classification>

Medical Biller/Coder/Office Assistant

Diploma Program

Credit Hours Required: 24.5 Semester Credits

Expected Completion Time: 36 weeks**

Clock Hours Required: 720 Instructional Clock Hours

Hybrid Online Program

This hybrid online program prepares graduates to work as entry-level medical billing specialists. When a health care professional treats a patient, a record is made describing observations and medical treatment. The Medical Coder Specialist assigns a code to each diagnosis and procedure. Various software programs are used to prepare and process medical claims for the patients, the physicians, and the insurance carriers. Students enrolled in this program will learn medical billing/coding and medical terminology. They will demonstrate an understanding of current medical software and trends in the insurance industry. They will learn to code and prepare insurance claims. The MBC courses can be taken in any order with the exception of the Externship. When course rotations are completed, the student is eligible for Externship under the supervision of the Externship Coordinator.

Upon completion of the program, the student will be prepared to enter the health care field in entry-level positions such as Medical Biller/Coder, Medical Administrative Assistant, and Medical Records Clerk in a medical office, hospital, insurance company, or private billing company. Please see the end of this program description for a list of other possible entry-level job titles with their assigned Standard Occupation Classification (SOC) Codes. Graduates of this program may want to consider these other SOC job titles as potential entry-level job opportunities to pursue upon graduation.

<i>Course Selections</i>		<i>Clock Hours</i>	<i>Semester Credits</i>
		Lec / Lab / Ext / Total	
MBC 101	Module A	40 / 40 / 0 / 80	3
MBC 201	Module B	40 / 40 / 0 / 80	3
MBC 301	Module C	40 / 40 / 0 / 80	3
MBC 401	Module D	40 / 40 / 0 / 80	3
MBC 501	Module E	40 / 40 / 0 / 80	3
MBC 601	Module F	40 / 40 / 0 / 80	3
MBC 701	Module G	40 / 40 / 0 / 80	3
*EXT 801	Externship	0 / 0 / 160 / 160	3.5
Total		280 / 280 / 160 / 720	24.5

**Students must complete MBC 101, MBC 201, MBC 301, MBC 401, MBC 501, MBC 601, and MBC 701 to be eligible for participation in the externship class EXT 801.

**The student has 8 weeks, or the equivalent of two modules to complete the externship. Most externship classes are scheduled at 40 hours per week and can be completed in one module. Therefore, students may complete the program as early as 34 weeks.

Hybrid Online Time Commitment: Students should assume a weekly online time commitment of 20 hours of scheduled live lectures, scheduled live lab time, and related activities. Additionally, Students are required to attend one traditional in-classroom class session per module at the Lamson campus. In-classroom class sessions are held on the first Saturday of each module from 10 a.m. to 1 p.m., or as scheduled by the instructor. For some modules, at the instructor's election, students may be given the choice of attending their scheduled weekday lectures at the Lamson campus or live online. **Note:** Watching a recorded lecture can only be counted as make-up work, not as actual attendance, because a student watching a video is unable to participate in discussions or ask questions.

Medical Biller/Coder/Office Assistant Course Descriptions

(AA-BB-CC-E, DD) at the end of each course description where AA is Lecture Hours, BB is Lab Hours, CC is Externship Hours, DD is Outside Hours, and E is total Semester Credit Hours.

MBC 101 Module A

80 Clock Hours/3 Semester Credit Hours

This course provides instruction in medical terminology and anatomy & physiology. Terminology related to the body in health and disease, muscular and skeletal systems, nervous system, special senses, and integumentary

system. Anatomy and Physiology related to directional terms, cellular structure and function, muscular and skeletal systems, nervous system, special senses, and integumentary system will also be provided. Basic keyboarding skills will also be provided. *Prerequisites: NONE (40-40-0-20, 3)*

MBC 201 Module B

80 Clock Hours/3 Semester Credit Hours

This course provides instruction in medical terminology and anatomy & physiology. Terminology related to the endocrine, cardiovascular, blood and lymphatic, respiratory, and digestive systems will be studied. Anatomy & Physiology corresponding to the systems studied in terminology will also be provided. *Prerequisites: NONE (40-40-0-20, 3)*

MBC 301 Module C

80 Clock Hours/3 Semester Credit Hours

This course provides instruction in medical office procedures/practice management software. Topics of study include: records management, office management, appointment scheduling, written communications, practice finances, billing, reimbursement, and collections. Knowledge of concepts will be further enhanced by hands on application using Medical Manager. Medical law and ethics, compliance and Health Insurance Portability and Accountability Act as well as Occupational Safety and Health Act regulations will also be covered. *Prerequisites: NONE (40-40-0-20, 3)*

MBC 401 Module D

80 Clock Hours/3 Semester Credit Hours

Course provides in-depth instruction in Current Procedural Terminology in Medical Coding. Using the CPT manual will be taught as well as coding instruction and practice in Evaluation & Management codes, anesthesia coding and modifiers. Surgical coding in the integumentary, musculoskeletal, respiratory, & cardiovascular systems will be provided. Students will also code from general surgery sections I & II along with radiology, pathology/laboratory and the medicine section. Additional instruction will include: Level II National Codes - Health Care Common Procedure Coding System. *Prerequisites: NONE (40-40-0-20, 3)*

MBC 501 Module E

80 Clock Hours/3 Semester Credit Hours

This course provides in-depth instruction in International Classification of Diseases, Tenth Revision, Clinical Modification medical coding. Instruction includes volumes 1 & 2 of the current ICD-10-CM manual, format and conventions are taught along with general coding guidelines for diagnosis. Students will be instructed in and receive hands on application in late effects, infectious and parasitic diseases, endocrinology, immunity disorders, body systems, hypertension & neoplasm tables, congenital anomalies, burns, adverse effects and poisonings. *Prerequisites: NONE (40-40-0-20, 3)*

MBC 601 Module F

80 Clock Hours/3 Semester Credit Hours

This course provides comprehensive training in the use of Microsoft Office/Word 2007. Students will learn document editing, formatting text and paragraphs, creating tables, working with styles and templates as related to the healthcare industry. Additional instruction will include terminology and anatomy and physiology related to the Urinary and Reproductive systems, maternity care and delivery, and professional development. Students will learn work ethic, interviewing skills, resume writing, job search skills and professional dress through hands on development of a portfolio which will be utilized when seeking employment. *Prerequisites: NONE (40-40-0-20, 3)*

MBC 701 Module G

80 Clock Hours/3 Semester Credit Hours

Course provides a comprehensive study of medical health insurance. Topics of study include healthcare claim preparation and transmission, hospital billing, patient billing and collections. Additional instruction in Remittance Advice/Explanation of Benefits, secondary claims, HIPAA, Worker's Compensation, Medicare, Medicaid, and private payers is provided. Students will use the concepts learned in a hands-on approach by preparing claims, working with EOBs and filing deadlines. *Prerequisites: NONE (40-40-0-20, 3)*

***MBC 801 Externship**

160 Clock Hours/3.5 Semester Credit Hours

After completing the required coursework, students proceed to an externship at an approved site. The externship provides the student with a realistic work environment in which to apply the skills learned in the classroom. Externs perform their work under the supervision of the assigned personnel at the externship site. Timesheets signed by the supervisor are submitted weekly to the school to document externship attendance. All externship hours must be completed to fulfill the requirements of the externship. *Prerequisites: MBC 101, MBC 201, MBC 301, MBC 401, MBC 501, MBC 601, MBC 701. (0-0-160-40, 3.5)*

NOTICE: RULES AND CONDITIONS ABOUT EXTERNSHIPS:

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

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

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

Required Criminal Background Checks, Medical/Lab Exams, Drug Tests, and Immunizations for Programs with Externships:

Students enrolling in a program requiring completion of an externship should understand that externship locations may require the student to successfully pass and/or provide all criminal history background checks, medical/physical/lab exams and drug tests results, and proof of immunizations (collectively Student's "Personal and Medical Information"). If the student does not pass or provide their Personal and Medical Information then the student will be disqualified from taking their externship at such location and is then subject to being immediately dismissed, failed or withdrawn from their program of study as solely determined by the school. Upon signing their Enrollment Agreement, Lamson students authorize the school under all applicable federal, state, and local laws and regulations, including the Family Educational Rights and Privacy Act (FERPA) and the Health Insurance Portability and Accountability Act (HIPAA), to provide the student's Personal and Medical Information to any externship location and further, to any governmental and non-governmental entity that may require such Personal and Medical Information in order to apply for a license/permit/examination.

Job titles (with SOC codes) to possibly consider as potential entry-level job opportunities to pursue upon graduation:

*Standard Occupational Classification (SOC)	Employment Position
29-2072	Medical Records Specialists
29-9021	Health Information Technologists and Medical Registrars
43-0000	Medical Claims Biller, Office Assistant
43-6013	Medical Receptionist, Medical Administrative Assistant, Medical Spa Receptionist, Medical Office Assistant, Medical Office Services Coordinator (MOSC), Unit Secretary, Medical Office Representative, Health Office Aide

* All SOC codes are accurate for the 2018 system and are available at: <http://www.bls.gov/soc/#classification>

Personal Fitness Trainer

Diploma Program

Credit Hours Required: 30.0 Semester Credits

Expected Completion Time: 40 weeks

Clock Hours Required: 800 Instructional Clock Hours

Traditional In-Classroom Program

Vocational Objective:

Lamson's Personal Fitness Trainer program will prepare students for entry-level personal trainer positions with the basic knowledge and skills required to assist their customers in reaching their fitness goals. Students will learn how to plan routines, choose different movements for each set of muscles depending on participants' capabilities and limitations, as well as evaluate individuals' abilities, needs, and physical conditions, and develop suitable training programs to meet any special requirements. The entry-level Personal Trainer will demonstrate how to carry out various exercises and routines, watch clients do exercises and show or tell them correct techniques to minimize injury and improve fitness, give alternative exercises during workouts or classes for different levels of fitness and skill, monitor clients' progress and adapt programs as needed, explain and enforce safety rules and regulations on sports, recreational activities, and the use of exercise equipment, give clients information or resources about nutrition, weight control, and lifestyle issues, and give emergency first aid if needed.

Personal fitness trainers design and carry out workout routines specific to the needs of their clients. In larger facilities, personal trainers must often sell their training sessions to members. They start by evaluating their clients' current fitness level, personal goals, and skills. Then, they develop personalized training programs for their clients to follow, and they monitor the clients' progress. Fitness trainers and instructors in smaller facilities often do a variety of tasks in addition to their fitness duties, such as tending the front desk, signing up new members, giving tours of the fitness center, writing newsletter articles, creating posters and flyers, and supervising the weight-training and cardiovascular equipment areas. In some facilities, a single trainer or instructor may provide individual sessions and teach group classes. Gyms and other types of health clubs offer many different activities for clients. However, trainers and instructors often specialize in only a few areas.

Students completing this program will be eligible to take a certification exam from one of the major certifying organizations: National Academy of Sports Medicine (NASM), American Council on Exercise (ACE), National Strength and Conditioning Association (NSCA), and American College of Sports Medicine (ACSM). Personal Fitness Trainer program students will take practice exams for the NASM Certified Personal Trainer and Certified Nutrition Coach exams throughout the program. Students will officially take these NASM Certified Personal Trainer and Certified Nutrition Coach exams during the modules as shown below. Passing these NASM exams is not a condition for graduation from the PFT program. It is important to note that while NASM certification (or other industry certifications) is not an industry requirement for employment as a Personal Fitness Trainer, it is highly desired by most employers such that a lack of certification may limit employment opportunities for graduates.

Successful completion of this program will prepare students for entry-level work with: fitness or recreation facilities, gyms country clubs, hospitals, universities, and resorts. Please see the end of this program description for a list of possible job titles with their assigned Standard Occupation Classification (SOC) Codes. Graduates of this program may want to consider these SOC job titles as potential entry-level job opportunities to pursue upon graduation.

Course Requirements

Course Number	Course Title	Clock Hours Lec / Lab / Ext / Total	Semester Credit Hours
PFT101	Anatomy & Physiology	48 / 32 / 0 / 80	3
PFT102	Kinesiology	48 / 32 / 0 / 80	3
PFT103	Exercise Nutrition	48 / 32 / 0 / 80	3
PFT104	Exercise Assessment & Prescription	48 / 32 / 0 / 80	3
PFT105	Certified Nutrition Coach	48 / 32 / 0 / 80	3
PFT106	Exercise Physiology	48 / 32 / 0 / 80	3
PFT107	Strength & Conditioning	48 / 32 / 0 / 80	3
PFT108	Corrective Exercise Laboratory Techniques	48 / 32 / 0 / 80	3
PFT109	Biomechanics	48 / 32 / 0 / 80	3
PFT110	Introduction to Business & Sales	48 / 32 / 0 / 80	3
TOTAL		480/ 320 / 0 / 800	30.0

Course Descriptions

PFT101: Anatomy & Physiology

80 Clock Hours/3 Semester Credit Hours

Students in this course will learn about human anatomy, including the nervous, endocrine, reproductive, cardiovascular, lymphatic, respiratory, digestive, and urinary systems. In addition, students will learn about the skeletal system, including the bony landmarks and joints, the muscular system to include origin and insertion and function of the major muscles of the body, and the integumentary system to include skin and its function and pathologies. **Prerequisite:** None

PFT102: Kinesiology

80 Clock Hours/3 Semester Credit Hours

Students will learn about the study of anatomy, biomechanics, and muscles, including the principles of human movement and the description of structure, function, and kinesiology of the extremities. Topics include joints, bones, and muscles of the upper extremities and shoulders. Furthermore, students will learn the origin, insertion, and action of the skeletal muscles. Students will consider various exercise techniques to understand the kinetics of human motion. **Prerequisite:** None

PFT103: Exercise Nutrition

80 Clock Hours/3 Semester Credit Hours

Students in this course will learn about the basics of wellness and nutrition. Students will be able to describe the function of macronutrients, micronutrients and hydration concepts. Students will be able to discuss Dietary Guidelines for Americans, calorie consumption, laws of thermodynamics and pros and cons of nutritional supplements. **Prerequisite:** None

PFT104: Exercise Assessment & Prescription

80 Clock Hours/3 Semester Credit Hours

Personal fitness trainers are required to perform subjective assessments, objective assessments, and movement assessments with their clients to provide quality personal training services. This course provides students with a practical opportunity to develop and hone those skills. Students are introduced to training techniques for use in program design courses. Students will take the National Academy of Sports Medicine (NASM) Certified Personal Trainer exam during this module. **Prerequisite:** PFT101, PFT102 and PFT103

PFT105: Certified Nutrition Coach

80 Clock Hours/3 Semester Credit Hours

In this course, students will develop a functional understanding of nutrition as it applies to personal training. Students will learn the scope of practice of a nutrition coach, professional and ethical practices of nutrition professionals, and business tactics. Modules include macronutrient and micronutrients metabolism, special populations, and the basics of nutrition for goals such as weight loss, muscle gain, health and performance, etc. Students will also be introduced to sports specific nutrition and energy metabolism for specific goals. Students will take the National Academy of Sports Medicine (NASM) Certified Nutrition Coach exam during this module. **Prerequisite:** None

PFT106: Exercise Physiology

80 Clock Hours/3 Semester Credit Hours

Students in this course learn about factors that regulate ventilation and influence the cardiovascular system and its role in maximum oxygen uptake, as well as the integrity of the neuromuscular system. Course content will define exercise physiologist and examine the discipline of exercise physiology and the difficult issues that challenge the profession. Additional topics covered include: principles of training and adaptations that result from aerobic and anaerobic training; ethical thinking, sports nutrition concerns, and various agents used to enhance athletic performance; complex and basic elements essential to the practice of exercise physiology; role of biomechanics plays in performance and its effects on well-being; and understanding of the muscular system and anatomy of human movement. Basic concepts are examined, together with the science of levers and biomechanical equations. **Prerequisite:** None

PFT107: Strength & Conditioning

80 Clock Hours/3 Semester Credit Hours

Students learn practical application of program design for sport-specific clients. Students will be able to design cardiorespiratory training programs, OPT™ programs, and programs for clients who participate in individual competition or team sports. Students will apply principles of integrated training to help clients achieve their established goals. **Prerequisite:** None

PFT108: Corrective Exercise Laboratory Techniques

80 Clock Hours/3 Semester Credit Hours

This course presents an evidence-based approach to corrective exercise, the components of a comprehensive solution, and the practical knowledge to develop and implement integrated strategies to improve common

movement impairments. Students completing this course will be prepared to take NASM's Corrective Exercise Specialist credentialing examination. This course will include certification in CPR. **Prerequisite:** None

PFT109: Biomechanics

80 Clock Hours/3 Semester Credit Hours

Students will learn about the motions of the Human Movement System produces, and the forces that act on it. Included in this segment are planes of motion, joint motion, muscle actions, forces, force-couples, force- velocity relationship, levers, length-tension and motor behaviors. **Prerequisite:** None

PFT110: Introduction to Business & Sales

80 Clock Hours/3 Semester Credit Hours

Students in this course will learn how to become successful business owners. In addition, students will learn basic business principles and how to create a successful career as a personal fitness trainer. Students will also learn about office productivity software, marketing materials, resume' development, business-plan development, licensing, and continuing education in the fitness industry.

Prerequisite: None

Job titles (with SOC codes) to possibly consider as potential entry-level job opportunities to pursue upon graduation:

*Standard Occupational Classification (SOC)	Employment Position
39-9031	Exercise Trainers and Group Fitness Instructors
39-9030	Recreation and Fitness Workers
39-9000	Other Personal Care and Service Workers
39-0000	Personal Care and Service Occupations
29-1031	Nutritional Specialist
29-1128	Weight Loss Specialist
29-9091	Corrective Exercise Specialist

* All SOC codes are accurate for the 2018 system and are available at:
<http://www.bls.gov/soc/#classification>

Vocational Nursing

Diploma Program

Credit Hours Required: 72.5 Quarter Credits

Expected Completion Time: 12 Months

Traditional In-Classroom Program

The Vocational Nursing program will prepare the nursing student for entry level roles as a licensed vocational nurse in the ever-evolving health care field. The program includes a focus on theories, concepts, and principles of nursing. It also delves into the important area of leading and managing as well as pertinent legal issues faced by nursing leaders and managers. A graduate of this nursing program will be prepared to assume the entry level role of health provider in a global society. He or she will be taught to deliver culturally proficient care while meeting the physical, spiritual and psychosocial needs of clients.

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

Course Number	Course	Theory Contact Hours	Clinical Contact Hours	Lab Contact Hours	Total Contact Hours	Quarter Credits
Term I						
MATH 1033	College Algebra	40	0	0	40	2.5
SLS 1115	Strategies for Nursing Success	30	0	0	30	2
NUR 1002	Medical Terminology	30	0	0	30	2
BSC 2085	Anatomy & Physiology I	40	0	40	80	5
NUR 1020	Fundamentals of Nursing I	20	0	20	40	2.5
	Total Hours	160	0	60	220	14.0
Term II						
BSC 2086	Anatomy & Physiology II	40	0	40	80	5
NUR 1003	Geriatrics	30	0	0	30	2
NUR 1145	Pharmacology of Nursing I	15	0	10	25	1.5
NUR 1027	Fundamental of Nursing II	20	0	0	20	1
NUR 1027L	Fundamentals of Nursing II Clinical	0	120	0	120	4.5
	Total Hours	105	120	50	275	14.0
Term III						
NUR 1210	Nursing Care of Adult I	40	0	20	60	3.5
NUR 1211L	Nursing Care of Adult I Clinical	0	140	0	140	5
NUR 1401	Growth & Development Across a Lifespan	30	0	0	30	2
VN 1200	IV Therapy	10	0	20	30	1.5
NUR 1150	Pharmacology of Nursing II	20	0	10	30	1.5
	Total Hours	100	140	50	290	13.5
Term IV						
NUR 2212	Nursing Care of Adult II	40	0	20	60	3.5
NUR 2213L	Nursing Care of the Adult II Clinical	0	160	0	160	6
VN 1400	Introduction to Maternity	30	0	20	50	3
VN 1501	Introduction to Community Health & Mental Health	20	0	0	20	1

VN 1510L	Introduction to Community Health & Mental Health Clinical	0	20	0	20	0.5
VN 1600	NCLEX-VN Review I	20	0	0	20	1
	Total Hours	110	180	40	330	15
Term V						
NUR 1700	Nursing Care of the Adult III	40	0	20	60	3.5
NUR 1700L	Nursing Care of the Adult III Clinical	0	160	0	160	6
NUR 1900	Role Transitions/Capstone	30	0	20	50	3
NUR 1800	Introduction to Pediatrics	30	0	0	30	2
NUR 1800L	Introduction to Pediatrics Clinical	0	20	0	20	0.5
VN 1601	NCLEX-VN Review II	20	0	0	20	1
	Total Hours	120	180	40	340	16
	Total Program Hours	595	620	240	1455	72.5

Course Descriptions

This institution uses the following course numbering system:

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

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

General Education Requirements

BSC 2085 Anatomy & Physiology I

5.0 Credit Hours

In this course, students are taught the anatomy and physiology of the human body. Topics include the various body systems, structures, cells, tissues, and the principles of homeostasis. Students are introduced to the organization and structure of the human body. This course may include both classroom and digital activities such as video, tests/quizzes, simulations, and discussion boards. This course will include out-of-class work such as reading and writing assignments, practice and practical application assignments, and projects. A minimum of 9 hours of out-of-class work will be assigned per week. Theory Hours 40, Lab Hours: 40. Pre-requisite: None. Co-requisites: MATH 1033, NUR 1002, SLS 1115, NUR 1020

BSC 2086 Anatomy & Physiology II

5.0 Credit Hours

In this course, which is a continuation of BSC 2085, students are taught the anatomy and physiology of the human body. Topics include the various body systems, structures, cells, tissues, and the principles of homeostasis. Students focus on the organization and structure of the human body. This course includes a lab component. A minimum of 9 hours of out-of-class work will be assigned per week. Theory Hours 40. Pre-requisites: BSC 2085, NUR 1002, SLS 1115, MATH 1033, NUR 1020 Co-requisites: NUR 1003, NUR 1145, NUR 1027, NUR 1027L.

MATH 1033 College Algebra

2.5 Credit Hours

This course is the study of linear and quadratic equations, graphing, functions, inequalities, rational expressions, radicals, and system of equations and emphasizes critical thinking and problem-solving skills. Theory Hours: 40; Lab Hours: 0. Prerequisites: None. Co-requisites: BCS2085, SLS 1115, NUR 1002, NUR 1020

Major Core Requirements

NUR 1002 Medical Terminology In this course, students are taught the anatomy and physiology of the human body. Topics include the various body systems, structures, cells, tissues, and the principles of homeostasis. Students are introduced to the organization and structure of the human body. This course may include both classroom and digital activities such as video, tests/quizzes, simulations, and discussion boards. This course will include out-of-class work such as reading and writing assignments, practice and practical application assignments, and projects. A minimum of 9 hours of out-of-class work will be assigned per week. Theory Hours: 30, Lab Hours: 0. Co-requisite: SLS1115, MATH 1033, NUR 1020, BSC 2085.	2.0 Credit Hours
NUR 1003 Geriatrics This course teaches students to apply the nursing process and provide appropriate nursing care to the older adult population. Students examine the theories related to aging, the physical and psychosocial changes that occur with age and the nursing practices that support client safety and promote health and wellness. Students are taught the role of the practical nurse in addressing the issues faced by older adults and their caregivers in the final stages of life. Theory Hours: 30; Lab Hrs:0. Prerequisites: MATH 1033, BSC2085, SLS 1115, NUR 1002, NUR 1020. Co-Requisites: NUR 1145, BSC 2086, NUR 1027, NUR 1027L	2.0 Credit Hours
NUR 1020 Fundamentals of Nursing I In this course, the student is introduced to the art and science of nursing; the philosophy and the conceptual framework of the nursing program, as well as the core components of vocational nursing with a focus on professionalism, assessment and communication. The student learns about the TX Board of Nursing Rules and Regulations, Nurse Practice Act and how that applies to nursing practice in TX. The nursing process is introduced as a tool to assist students to utilize critical thinking the formulating nursing decisions. In the Nursing Skills Lab, students will learn to how to conduct a basic health interview and physical examination with clients in preparation for clinical experiences in Fundamentals II. Characteristics of the individual, which include human development, common health problems, human needs and cultural diversity and considerations, are introduced. Students will practice basic nursing adult client care in simulated scenarios in the Nursing Skills Lab. This course provides the basic platform of knowledge, skills and caring upon which subsequent nursing courses are built. Theory Hours: 20; Lab Hrs. 20. Co-requisite: SLS1115, MATH 1033, BSC 2085, NUR 1002	2.5 Credit Hours
NUR 1027 Fundamentals of Nursing II This course is a continuation of the theory and concepts learned in Fundamentals of Nursing I and continues with the information that introduces concepts basic to beginning nursing practice. Emphasis is placed on the application of the nursing process to provide and manage care as a member of the discipline of nursing. Upon completion, students should be able to demonstrate beginning competence in caring for individuals with common alterations of health. Students also learn about legal implications of nursing practice, safety and definition and reporting of sentinel events. Theory and procedures related to basic human needs are taught, demonstrated, and practiced in class, nursing skills laboratory and in area health care facilities. Theory Hours: 20; Lab Hours: 0. Prerequisite: NUR 1020; Co-requisite: NUR1027L, NUR1145, BSC 2086, NUR 1003	1.0 Credit hour
NUR 1027L Fundamentals of Nursing II Clinical This course is a continuation of the concepts learned in Fundamentals of Nursing I and continues with the information that introduces concepts basic to beginning nursing practice. Emphasis is placed on the application of the nursing process to provide and manage care as a member of the discipline of nursing. Upon completion, students should be able to demonstrate beginning competence in caring for individuals with common alterations of health. Procedures related to basic human needs are taught, demonstrated, and practiced in class and in area health care facilities. Theory Hours: 0; Lab Hours: 0; Clinical Hours: 120. Prerequisite: NUR 1020; Co-requisite: NUR1027, NUR1145.NUR 1003, BSC 2086	4.5 Credit Hours
NUR 1145 Pharmacology of Nurses I The nursing student build knowledge of biological factors influencing drug actions, predictable effects of drugs on the physiological problems of the central and autonomic nervous systems, endocrine system, respiratory system, anti-infective and anti-inflammatory, and immune and biologic modifiers and chemotherapeutic drugs. The student learns modifiers of predictable effects, commonalities, and	1.5 Credit Hours

variations between the actions of drugs employed for comparable therapeutic effect, adverse effects of drugs that can and commonly do occur, and application of nursing process in drug therapy. Theory Hours: 15 Prerequisites: MATH 1033, BSC 2085, SLS1115; Co-requisites: BSC 2086, NUR 1003

NUR 1150 Pharmacology of Nurses II

1.5 Credit Hours

This course builds on Pharmacology I. The nursing student continues to build knowledge of biological factors influencing drug actions, predictable effects of drugs on the physiological problems of the central and autonomic nervous systems, endocrine system, respiratory system, anti-infective and anti-inflammatory, and immune and biologic modifiers, and chemotherapeutic drugs. The student learns modifiers of predictable effects, commonalities, and variations between the actions of drugs employed for comparable therapeutic effect, adverse effects of drugs that can and commonly do occur, and application of nursing process in drug therapy. Theory Hours: 20; Prerequisites: MATH 1033, BSC2085, BSC 2086, SLS1115, NUR 1027, NUR 1027L, Co-requisites: NUR 1027 and NUR1027L.

NUR 1210 Nursing Care of the Adult Client I

3.5 Credit Hours

This course addresses the standards of practice for adult/geriatric clients requiring less complex nursing care and focuses on the use of the nursing process in assisting adult/geriatric clients to adapt to their ever-changing health needs. Theory Hours: 40; Lab Hours: 20. Prerequisites: NUR 1003, NUR1027, NUR1027L, NUR1145; Co-requisites: NUR1150, NUR 1210, NUR1211L, VN1200, NUR 1401

NUR 1211L Nursing Care of the Adult Client I Clinical

5.0 Credit Hours

The clinical portion of the Nursing Care of the Adult Client I course integrates application of the theory learned to use in a variety of settings when caring for the adult/geriatric client with consultation and availability of multiple health care resources. Theory Hours: 0; Lab Hours: 0; Clinical Hours: 140. Prerequisites: NUR 1003, NUR1027, NUR1027L, NUR1145; Co-requisites: NUR1150, NUR 1210, VN1200, NUR 1400

NUR 1401 Growth and Development Across a Lifespan

2.0 Credit Hours

This course provides the practical nursing student with information and principles of normal growth and development of the client from the infant to the young adult. Theories by such researchers as Erikson and Piaget are discussed. Emphasis is placed upon the stages of development and their link to common events and adaptations. The use of critical thinking to make problem-solving decisions about medical surgical healthcare needs is presented with reference to the normal growth and development for all clients. Cultural and spiritual aspects of client care, as well as loss, grief, and the dying client are included in this course. Pre-requisites: NUR 1003, NUR 1145, Nur 1027, NUR 1027L, BSC 2085, BSC 2086. Co-requisites: NUR 1210, NUR 1210L, VN 1200, NUR 1150

NUR 2212 Nursing Care of the Adult II

3.5 Credit Hours

This course builds on the course content of NUR 1210 and focuses on the nursing care of adults/geriatric clients with altered health states. The nursing process is used as a continuing theme to integrate classroom theory with more complex clinical nursing care. Theory Hours: 40; Lab Hours 20. Prerequisites: NUR1210, NUR1150; Co-requisites: NUR2213L, VN 1500, VN 1510L, VN1600, VN 1401

NUR 2213L Nursing Care of the Adult II Clinical

6.0 Credit Hours

The clinical portion of Care of the Adult Client II integrates the theory learned in caring for the adult/geriatric client and applies it to multiple clinical situations. Theory Hours: 0; Lab Hours; Clinical Hours 160. Prerequisites: Prerequisites: NUR1210, NUR1150; Co-requisites: NUR2213L, VN 1500, VN 1510L, VN1600, VN 1401

NUR 1700 Nursing Care of the Adult III

3.5 Credit Hours

In this course, students are taught to apply critical thinking and problem-solving skills to assist in caring for medical surgical patients. Students are also taught pre- and post-operative care skills, principles of managing pain, and oncology care. Topics include diseases and disorders of the body systems. Emphasis is placed on the nursing process, health promotion, the health-wellness continuum, and care of medical surgical patients with selected common diseases and disorders. Through structured clinical assignments, this course is designed to provide practice in basic practical nursing procedures in medical surgical settings. Theory Hours: 40; Lab Hours: 20; Prerequisites: NUR 1020, NUR 1027, NUR 1027L, NUR 1210, NUR 1211L, NUR2212, NUR 2213L. Co-requisites: NUR 1700L, NUR 1900, NUR 1800, NUR 1800L, NUR 1601

NUR 1700L Nursing Care for the Adult III Clinical	6.0 Credit Hours
In this course, students are taught to apply critical thinking and problem-solving skills to assist in caring for medical surgical patients. Students are also taught pre- and post-operative care skills, principles of managing pain, and oncology care. Topics include diseases and disorders of the body systems. Emphasis is placed on the nursing process, health promotion, the health-wellness continuum, and care of medical surgical patients with selected common diseases and disorders. Through structured clinical assignments, this course is designed to provide practice in basic practical nursing procedures in medical surgical settings. Prerequisites: NUR 1020, NUR 1027, NUR 1027L, NUR 1210, NUR 1211L, NUR2212, NUR 2213L. Co-requisites: NUR 1700L, NUR 1900, NUR 1800, NUR 1800, NUR 1601	
NUR 1800 Introduction to Pediatrics	2.0 Credit Hours
In this course, students are taught the role of the practical/vocational nurse in addressing the health needs of children and their families. Topics include ethics, communication, and decision-making skills related to health promotion, maintenance, and restoration for the pediatric population. Emphasis is placed on caring for children with normal and abnormal growth and development. Through structured clinical assignments, this course is designed to provide practice of fundamental nursing skills in pediatric settings. This course will include 10 hours of out of class work. Theory Hours: 30, Lab: 0. Prerequisites: NUR 1401, VN 1500, VN 1510L	
NUR 1800L Introduction to Pediatrics Clinical	0.5 Credit Hours
In this course, students are taught the role of the practical/vocational nurse in addressing the health needs of children and their families. Topics include ethics, communication, and decision-making skills related to health promotion, maintenance, and restoration for the pediatric population. Emphasis is placed on caring for children with normal and abnormal growth and development. Through structured clinical assignments, this course is designed to provide practice of fundamental nursing skills in pediatric settings. This course will include 10 hours of out of class work. Theory Hours ;0, Lab Hours: 0, Clinical Hours 20. Prerequisites: NUR 1401, VN 1500, VN 1510L	
NUR 1900 Role Transition/Capstone	3.0 Credit Hours
The course provides students with the opportunity to apply the nursing process. This is the final course in the degree plan and students participate in identifying adaptations to and implementing the care plan. Students use principles of health promotion, maintenance and restoration, and physiological integrity to address client health care needs. Clinical experiences are based on nursing procedures, skills, and critical thinking learned in previous nursing courses. The student applies knowledge of leadership roles in a clinical facility. The course expands on the ethical issues commonly encountered while providing care to clients. Students are taught about the impact of changes in health care delivery systems on the resources and care provided to clients. This course will include out-of-class work such as reading and writing assignments, practice and practical application assignments, and projects. A minimum of 1.3 hours of out-of-class work will be assigned per week. Pre-requisites: NUR 2212, NUR 2213L, VN 1510L, VN 1600, VN 1500; Co-requisites: NUR 1700, NUR 1700L. Nur 1800, NUR 1800L, NUR 1601	
SLS 1115 Strategies for Nursing Success	2.5 Credits Hours
This course is designed to prepare students for transitions in their nursing education and life. The course includes introduction to the College and its resources, study skills, test-taking skills, critical thinking, medical terminology, abbreviations, math review, communication, written and personal resource management skills. Students will be actively involved in learning and integrating practical applications to promote success. Theory Hours: 30; Lab Hours: 0. Prerequisites: None. Co-requisites: NUR 1002, MATH 1033, BSC 2085	
VN 1200 IV Therapy	1.5 Credit Hours
This course introduces aspects of infusion therapy, focusing on preparing venipuncture maintenance of the IV, and central line dressing changes for the central venous access, including ports. The student will learn all aspects of IV infusions, and sites. Theory Hours: 10; Lab Hours: 20. Prerequisites: NUR1020, NUR 1145; Co-requisites: NUR 1210, NUR.1211L, NUR 1150	
VN 1400 Introduction to Maternal Child Nursing	3.0 Credit Hours
This course introduces concepts of grown and development from conception through adolescence. Conceptual integration on the nursing process, nursing theories, and nursing research from the biological sciences and humanities are used to integrate critical thinking to guide the healthcare to pregnant patients, newborns, and the patients throughout childhood to adolescence. Emphasis is placed on the Licensed Vocational nurse when working with the client and family. Theory Hours: 30,	

Lab Hours: 20 Prerequisites: NUR1020, NUR 1145.Co-requisites: VN1500, NUR 1510L, NUR2212, NUR2213L, VN1600	
VN 1501 Introduction to Community and Mental Health Nursing	1.0 Credit Hour
This course introduces the relevance of community and psychosocial nursing concepts to all areas of professional licensed practical nursing practice. Conceptual integration of the nursing process, nursing theories, and nursing research from the biopsychosocial sciences and humanities are used to promote positive community health care and to provide care to people within the community across the lifespan. Concurrent enrollment in the clinical component of this course is required. The course focuses on the nursing care needs of persons experiencing alterations in social and psychological functioning and how this impacts a community's health. Emphasis is on the role of the licensed vocational nurse in community and mental health, and the application of the nursing process as a framework for providing focused nursing care. Didactic and clinical experiences will provide the student the opportunities to develop critical thinking skills, therapeutic nursing interventions, and effective interpersonal skills as they relate to the care of the community. Theory Hours: 20. Prerequisites: NUR1020, NUR 1145. Co-requisites: VN1400, NUR 1510L, NUR2212, NUR2213L, VN1600.	
VN 1510L Introduction to Community and Mental Health Nursing Clinical	0.5 Credit Hour
This course is used for application of the knowledge and skills required for nursing care of the community and its population. Special populations, such as those suffering with mental health disparities will also be assessed. Community resources will be identified and documented and then examined on their impact for community wellness. Demonstration of skills takes place in both laboratory, and clinical settings. Theory Hours: 0; Lab hours: 0; Clinical hours: 20. Prerequisites: NUR1020, NUR 1145.Co-requisites: VN1500, NUR 1400, NUR2212, NUR2213L, VN1600	
VN 1600 NCLEX-VN Review I	1.0 Credit Hour
Focus of this course is to review materials, theory and clinical, to prepare the student to taking the NCLEX-PN licensure examination and for the student's future role as a professional nurse. Students will participate in case studies, clinical scenarios, and practice in the nursing skills lab. Theory Hrs.: 20. Prerequisites: None. Co-requisites: NUR2212, NUR2213L, VN1400	
VN 1601 NCLEX-VN Review II	1.0 Credit Hour
Focus of this course is to review materials, theory and clinical, to prepare the student to taking the NCLEX-PN licensure examination and for the student's future role as a professional nurse. Students will participate in case studies, clinical scenarios, and practice in the nursing skills lab. Theory Hrs.: 20. Prerequisites: VN 1600; Co-requisites: NUR 1700, NUR 1700L, NUR 1800, NUR 1800L, NUR 1900	

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

Depending on the Program, some Programs require multiple weeks of hands-on applied training at an offsite third-party externship, internship, preceptorship, or clinical course (collectively referred to as Experiential Training). Students entering into Experiential Training must make arrangements to be available at the times required by their site's and/or the School's educational coordinator or instructor. Student understands that all Experiential Training is performed without payment of compensation or any other benefit, and if travel is required, it is the responsibility of Student to secure transportation. Student understands that Student is never an employee or independent contractor of the Experiential Training site, or of the School at any time. Student is and always remains a student of the School and as a student at the Experiential Training site. Student further understands that Experiential Training is provided solely for the benefit of Student as a part of their Program in order for Student to obtain the clinical and observational experience needed to apply for a governmental or other entity license/permit/examination, and/or gain the requisite hands-on experience to qualify for an entry level position in their chosen career field. Students are expected to treat the Experiential Training as a hands-on classroom setting, to attend all required Experiential Training hours, and to abide by the rules and regulations of the Experiential Training site. Hours at Experiential Training sites can vary from day to day and from week to week depending on the needs, rules, regulations and scheduling of the location. Excessive absences from Experiential Training may result in student's failure of the Program and the inability to graduate at the planned time. Experiential Training is held in a variety of settings and locations. Student must accept any Experiential Training site to which Student is assigned. The School is only responsible for obtaining one Experiential Training site location for Student. A student

declining an Experiential Training location or who is removed from their Experiential Training site for failure to attend, for excessive absences, and/or for failure to abide by the site's rules, regulations and scheduling must either find their own Experiential Training site approved by the School or be dismissed, failed or withdrawn from their Program, as solely determined by the School. Student understands that neither the School nor the Experiential Training site guarantees, represents, or warrants that Student can apply, be considered for, will obtain or be entitled to any job position at the site where Student had their Experiential Training.

Criminal Background and Drug Screening for Vocational Nursing Students

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

As a condition of enrollment, nursing students must take and pass the applicable criminal background checks required by the School, any Experiential Training location, and as required by the Texas State Board of Nursing (BON) for licensure. Nursing students sign an acknowledgement form, consenting and specifically agreeing to have Lamson and its designated agents as both a condition prior to their enrollment and at any time during their enrollment undertake all required background checks, and to collect blood, hair, urine and/or saliva samples from the student for all required medical tests to determine the presence or use of alcohol, drugs and controlled substances. If students do not pass any criminal history background check and/or drug test either prior to their enrollment or at any time during their student enrollment, then they will be disqualified from being enrolled and taking any Experiential Training. In such event, if already enrolled, the students will be subject to being immediately dismissed, failed or withdrawn from their program as solely determined by Lamson.

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

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

Cloud Computing & Cybersecurity Associate

Associate of Applied Science (AAS) Degree Program

Credit Hours Required: 74 Semester Credits

Expected Completion Time: 88 Weeks

Hybrid Online Program

The Cloud Computing & Cybersecurity Associate program resulting in an Associate of Applied Science degree prepares the student for entry to the field of computer network support and administration. The student will learn, engage, and practice skills in operating systems, applications, on-premise networks, cybersecurity, and cloud computing. In addition, students will learn to plan and carry out security measures to protect an organization's computer networks and systems. The program is dedicated to training students on the various facets of the professional network support specialists' duties including analysis, troubleshooting, testing, maintenance, and evaluation of existing on-premise local area networks (LAN), wide area networks (WAN), and on-cloud virtual private networks. The program is delivered in a blended format.

Educational Objectives:

- Prepare students to manage computer hardware and software installation and support
- Provide students with the opportunity to practice and evaluate local, wide, and cloud network design, implementation, administration, security, and support
- Provide students with on-premise and cloud information technology education, which includes coursework in various IT modalities including network server installation, network design, configuration, support, and security applications
- Prepare students for successful entry into the Information Technology administration field
- Provide students with the communication and interpersonal skills required to work effectively within work teams
- Develop the tools to conduct job searches and learn effective interview techniques

Potential entry-level job titles include Computer User Support Specialists, Computer Network Support Specialists, Information Security Analyst, Network System Administrator, Cloud Technologist, and Computer Network Architects. DOTCODE: 033.362-010. Please see the end of this program description for a list of other possible job titles with their assigned Standard Occupation Classification (SOC) Codes. Graduates of this program may want to consider these other SOC job titles as potential entry-level job opportunities to pursue upon graduation.

Program Length Information:

The Cloud Computing & Cybersecurity Associate program is 88 weeks in length.

Full-time students – normal program length is 88 weeks – Maximum Time Frame is 132 weeks.

Part-time students – Lamson does not offer part time programs.

Hybrid Online Time Commitment: Students should assume a weekly time commitment of 20 hours, including 10 hours of scheduled live online lectures. The lecture portion of the 12 technical modules is delivered live online, with a traditional on-campus requirement for the lab portion. Lab work requires students to be on campus three times per module, on Saturdays 11am to 4pm, or as scheduled by the instructor. The four general education courses are delivered fully online with no on-campus requirement. The syllabus for each course will explain the specific lab and lecture schedule for that course. **Note:** Watching a recorded lecture can only be counted as make-up work, not as actual attendance, because a student watching a video is unable to participate in discussions or ask questions.

Course Listings:

Course Number	Course Title	Classroom Clock Hours	Lab Clock Hours	Total Instructional Clock Hours	Semester Credits
CMST 1310	Introduction to Communications	80	0	80	5
MATH 1314	College Algebra	80	0	80	5
PSYC 1318	General Psychology	80	0	80	5
ENGL 1301	English Composition	80	0	80	5
Total General Education		320	0	320	20

IT 1101	Computer Hardware & Troubleshooting	60	15	75	4.5
IT 1102	Computing Concepts & Applications	60	15	75	4.5
IT 1103	Computer Networking Concepts	60	15	75	4.5
IT 1104	Linux System Administration	60	15	75	4.5
IT 1105	Network Resource Administration	60	15	75	4.5
IT 1106	Computer Security Fundamentals	60	15	75	4.5
IT 2201	Routing & Switching	60	15	75	4.5
IT 2202	Data Management and Security	60	15	75	4.5
IT 2203	Network Security	60	15	75	4.5
IT 2204	Architecting on the Cloud	60	15	75	4.5
IT 2205	System Operations on the Cloud	60	15	75	4.5
IT 2206	Security on the Cloud	60	15	75	4.5
Total Core		720	180	900	54
PROGRAM TOTAL		1040	180	1220	74

Course Descriptions:

General Education Courses

CMST 310 Introduction to Communications

This course is designed to introduce students to the study of human communication. Students will explore theories and models of communication and examine human communication in a variety of contexts including interpersonal relationships, groups, intercultural and gender contexts, public speaking, and public communication. By the end of this course, students should also be able to identify and describe significant features of human communication scholarship in both the academic and broader social arena. **Credit hours: 5, Clock hours: 80, Prerequisites: None**

MATH 1314 College Algebra

In this course, students will identify and operate with absolute value equations and inequalities, will acquire graphing skills, inverse functions, logarithmic and exponential functions, polynomial and rational functions, piecewise defined functions, theory of equations and matrices. Course prepares students for an intermediate algebra course by covering the fundamental concepts, operations, and applications of basic algebra. Algebraic topics include systems of linear equations and inequalities, polynomial operations, graphing equations and inequalities in two variables, and systems of equation. Course surveys algebraic and exponential functions. **Credit hours: 5, Clock hours: 80, Prerequisites: None**

PSYC 1318 General Psychology

This course is a broad survey of the major topics in psychology including, but not limited to, research methodology, biological and social factors influencing behavior, development, learning, memory, personality and abnormal psychology. This course introduces students to psychology as a systematic and scientific way to think about the biological and social aspects of behavior and mental processes. **Credit hours: 5, Clock hours: 80, Prerequisites: None**

ENGL 1301 English Composition

This course develops written communication skills with an emphasis on understanding the writing process, analyzing reading, and practicing writing for personal and professional applications. **Credit hours: 5, Clock hours: 80, Prerequisites: None**

Core Courses

IT 1101 Computer Hardware & Troubleshooting

This course provides a comprehensive foundation in understanding PC desktop components. Students will learn how the components work together, how to troubleshoot, install and replace them. These skills are expected

from any PC desktop, helpdesk, and network support technician. The covered material of this course is related to the CompTIA A+ Core I industry certification. **Clock hours: 75, Credit hours: 4.5, Prerequisites: None**

IT 1102 Computer Concepts and Applications

This course provides foundation in information technology concepts, operating system functions and computer applications. The course also includes topics in computer ethics, computer security and HTML (Creating a Website). The covered material of this course is related to the CompTIA A+ Core II industry certification. **Clock hours: 75, Credit hours: 4.5, Prerequisites: None**

IT 1103 Computer Networking Concepts

This course provides a comprehensive foundation in networking concepts and technologies. Students will learn how to use, install and configure basic networking technologies as would be expected from a network support technician or network administrator. The covered material of this course is related to the CompTIA Network+ industry certification. **Clock hours: 75, Credit hours: 4.5, Prerequisites: None**

IT 1104 Linux System Administration

This course focuses on the installation, configuration and administration of the Linux operating system. It emphasizes the use of Linux as a network client and workstation in a secure environment. The covered material of this course is related to the CompTIA Linux+ industry certification. **Clock hours: 75, Credit hours: 4.5, Prerequisites: None**

IT 1105 Network Resource Administration

This course focuses on the management of local area network servers. Teaches proper structuring of security systems. Explains print queues, disk management, and other local area network (LAN) issues. Presents concerns and issues for the purchase and installation of hardware and software upgrades. The course can be taught using any network operating system or a range of operating systems as a delivery tool. The covered material of this course is related to the CompTIA Linux+ industry certification. **Clock hours: 75, Credit hours: 4.5, Prerequisites: None**

IT 1106 Computer Security Fundamentals

This course provides instruction in the basics of computer and network security. It includes security objectives, security architecture, security models and security layers; risk management, network security policy, and security training. It also includes instruction on security keys, confidentiality, integrity, availability, accountability and auditability. The covered material of this course is related to the CompTIA Security+ industry certification. **Clock hours: 75, Credit hours: 4.5, Prerequisites: None**

IT 2201 Routing & Switching

This course describes the architecture, components, and operations of routers and switches in a small network. Students learn how to configure a router and a switch for basic functionality. By the end of this course, participants will be able to configure and troubleshoot routers and switches and resolve common issues with RIPv1, RIPv2, single area and multi-area OSPF, virtual LANs, and inter-VLAN routing in both IPv4 and IPv6 networks. The covered material of this course is related to the CCNA II industry certification. **Clock hours: 75, Credit hours: 4.5, Prerequisites: All 1100 Courses, or with Instructor Permission**

IT 2202 Data Management and Security

This course provides the foundational information, concepts, and background knowledge that students need to understand the basic underlying infrastructure that database storage systems are running on. Students learn how database servers work with operating systems. Explore hardware, from CPU to drives, strengths and weaknesses of different types of storage, and memory options. The course also provides foundational knowledge of Big Data systems and data security concepts. The covered material of this course is related to the industry Exam DP-200: Implementing an Azure Data Solution. **Clock hours: 75, Credit hours: 4.5, Prerequisites: All 1100 Courses, or with Instructor Permission**

IT 2203 Network Security

This course provides students with in-depth study and practice of advanced concepts in applied systems and networking security, including security policies, access controls, IP security, authentication mechanisms, and intrusion detection and protection. It provides students with an in-depth view on strategies of communication and

network and cybersecurity. The covered material of this course is related to the CEH industry certification.

Clock hours: 75, **Credit hours:** 4.5, **Prerequisites:** All 1100 Courses, or with Instructor Permission

IT 2204 Architecting on the Cloud

This course provides students with the fundamentals of building IT infrastructure on the cloud. Student will learn how to optimize cloud technologies by understanding cloud services and how they fit into cloud-based solutions. Student will explore cloud best practices and design patterns to architect optimal IT solutions on popular cloud platforms. Student will also examine case studies that show how organizations have designed their infrastructures and the strategies and services they implemented. Student will build and explore a variety of infrastructures through a guided, hands-on activity. The covered material of this course is related to the AWS Solutions Architect industry certification. **Clock hours:** 75, **Credit hours:** 4.5, **Prerequisites:** All 1100 Courses, or with Instructor Permission

IT 2205 System Operations on the Cloud

This course teaches students how to create automatable and repeatable deployments of networks and systems on popular cloud platforms. Course will explore the cloud features and tools related to configuration and deployment and common techniques for configuring and deploying systems in the cloud. The covered material of this course is related to the AWS SysOps industry certification. **Clock hours:** 75, **Credit hours:** 4.5, **Prerequisites:** All 1100 Courses, or with Instructor Permission

IT 2206 Security on the Cloud

This course provides students with the opportunity to learn how to efficiently use cloud security services to stay secure and compliant in the cloud. Course will focus on recommended security best practices that students can implement to enhance the security of data and systems. Course will explore security features of popular cloud services providers, key services, including compute, storage, networking, and database services. Course will also consider common security control objectives and regulatory compliance standards and examine use cases for running regulated workloads across different verticals, globally. In this course, student will learn how to leverage cloud services and tools for automation and continuous monitoring—taking security operations to the next level. The covered material of this course is related to the PCNSA (formerly known as PCCSA) industry certification. **Clock hours:** 75, **Credit hours:** 4.5, **Prerequisites:** All 1100 Courses, or with Instructor Permission

Job titles (with SOC codes) to possibly consider as potential entry-level job opportunities to pursue upon graduation:

*Standard Occupational Classification (SOC)	Employment Position
15-1151	Computer User Support Specialists
15-1152	Computer Network Support Specialists
15-1122	Information Security Analyst
15-1142	Network & Computer System Administrator
15-1299	Cloud Technologist
15-1241	Computer Network Architects
15-1211	Computer Systems Analysts
11-3021	Computer and Information Systems Managers

* All SOC codes are accurate for the 2018 system and are available at: <http://www.bls.gov/soc/#classification>

7. STUDENT DISCLOSURES SECTION

This Student Disclosures Section contains those policies and procedures that students need to know and follow in order to successfully obtain the knowledge and training that they will be receiving in their program of study. This Section is a part of the Lamson catalog and provides additional information to students on Lamson school policies pertaining to their student enrollment including admissions, financial aid, and program and graduation requirements.

Tardiness and Clock-In

Tardiness disrupts the learning environment for everyone. It is your obligation as a student and a condition of your enrollment to exercise the habit of being “on-time” for class and appointments. Please be aware that class will begin whether you are there or not. If you arrive after your scheduled start time, you will be marked as tardy. If you are tardy, all class time missed will be recorded in real time. Tardy students may or may not be allowed into class at the discretion of the instructor or Campus Director. If you are going to be late, you need to contact the school staff. If you are allowed to arrive in late to class, when you arrive you must enter the class as quietly and discretely as possible so you do not disturb the instructor or your fellow students.

Student Appearance

Your dress and appearance must be in compliance with the following standards at all times:

1. Gender specific clothing is required at all times.
2. Clean hygiene (including use of deodorant and breath mints) is essential.

Academic Achievement

Our programs were developed to support different learning styles and incorporate lessons, demonstrations, media and activities to enhance the learning process. If you have any questions regarding daily lessons, please talk with your instructor, Director of Education or the Campus Director.

It is critical that you come to school prepared for your daily lessons and assignments. Make sure you bring the books and equipment you need to perform your assignments. Students who do not come prepared with the books and materials they need to fully participate in that day's lessons may be required to leave class until they return with the necessary books and equipment.

Change in Status

It is important that you notify the administrative office and your instructor of any changes in status, including your address, phone number, email address, emergency contact information, etc. The School needs to have your most current information on file.

Standards of Conduct

Academic Misconduct Policy

Students may be disciplined for acts of academic misconduct. These include, but are not limited to: cheating and plagiarism.

Cheating is defined as obtaining or attempting to obtain a better assessment or grade by any dishonest or deceptive means. It also includes aiding another to obtain credit for work or a better assessment or grade by any dishonest or deceptive means. Cheating includes, but is not limited to: lying; copying from another's test or examination; allowing another to copy from one's test or examination; use of an assignment submitted in another class without the knowledge/permission of the current class instructor; discussion of answers or questions on an examination or test, unless such discussion is specifically authorized by the instructor; taking or receiving copies of an exam without the permission of the instructor; using or displaying notes, "cheat sheets," or other information devices without the consent of the instructor; allowing someone other than the officially enrolled student to provide work or answers on any assignment.

Plagiarism is a form of cheating and is defined as presenting someone else's work, including the work of other students, as one's own. Any ideas or materials taken from another source for either written or oral use must be fully acknowledged, unless the information is common knowledge. What is considered "common knowledge" may differ from course to course.

A student must not adopt or reproduce ideas, opinions, words, theories, formulas, graphics, or pictures of another person without acknowledgment. A student must give credit to the originality of others and acknowledge whenever: Directly quoting another person's actual words, whether oral or written; using another person's ideas, opinions, or theories; paraphrasing the words, ideas, opinions, or theories of others, whether oral or written; borrowing facts, statistics, or illustrative material; or offering materials assembled or collected by others in the form of projects or collections.

Students who are accused of academic dishonesty have the right to due process. The full policy and procedure is available in this Student Disclosure Section.

Student Code of Conduct

The School seeks to provide the best educational environment for its students, faculty, and staff. The School requires each student to obey the rules and regulations established by the School, and all local, state, and federal laws. The School will not tolerate deliberate disruptive words, actions, violence, or physical interference with the rights of any member of the School community or with any of the facilities of the School, or with any authorized functions being carried out on the School campus or at any School sponsored event.

Therefore, in furthering the educational aims of the School, rules and regulations are established concerning conduct on the campus or at any School sponsored event, the use of School property, the means of enforcement, and penalties for any violations.

The Student Code of Conduct applies specifically to student behavior. Student rights are basic to the freedom to learn and must be based on mutual respect and responsibility. In addition, when a student enrolls at Lamson Institute, s/he agrees to abide by all School regulations. Therefore, violations of any section of the Code of Conduct will result in appropriate disciplinary action.

These standards include:

1. Display professional behavior at all times. The following behavior is not permitted: use of profanity and vulgarity, behavior that causes discord in the School, extreme and willful disruption of the School environment, physical altercations, aggressive arguments, and physical abuse of another person, shouting or being discourteous to any staff member, guest or student. The School will not tolerate threats, harassment, bullying, discrimination or persecution of another student, staff member, or guest or campus visitor for any reason including but not limited to race, religion, age, sex, sexual orientation, disability, financial status, or country or area of origin or residence. Any of the behavior noted above is not acceptable, will result in disciplinary action, and depending on the severity of the offense(s), may result in termination of enrollment as determined by the School.
2. Always treat School and student property with respect. If any student is found stealing or abusing School property or that of another person, that student will be terminated.
3. Alcohol and drugs have no place at the School or in any professional environment and are prohibited per the Drug-Free Schools and Communities Act of 1989. Any student found to be in possession or under the influence of drugs or alcohol will have their enrollment terminated.
4. Cell phones must be set to vibrate during class time and may be used only outside the campus premises and only during lunch and break times.
5. Eating and drinking is not permitted in classrooms or in the labs. You may only eat and drink in the student lounge or outside of the building.
6. Headphones/ear buds, iPods, and other personal audio or video devices are not permitted during class or while performing work on a lab floor.

7. Refrain from entering staff offices without a staff member present. Make sure you have permission to enter these areas.

The School provides postsecondary vocational education for adult learners and, as such, expects our students to interact with staff, other students and guests in a responsible adult manner. We put the Standards of Conduct in place to address unprofessional behavior, but it is not meant to list all possible types of student misbehavior or offenses. We believe that the best way to resolve issues is to communicate with each other in a respectful manner. Issues or offenses that cannot be resolved through the use of verbal correction will result in further disciplinary action against a student, as determined in the School's sole discretion, including any one or more of the following depending on the severity of the offense(s): written disciplinary action, probation, suspension and termination of enrollment.

Facilities

Student Break Room

The student break room is available to all students during your lunch and break times only. You are expected to help keep it clean. Smoking is not permitted anywhere in the campus building or around the entrance door. Smoking is only allowed in designated areas outside of each campus. Please follow the guidelines for your campus as well as the city ordinances where your campus is located.

Parking

The School does not provide a designated parking space for each student. Therefore, you must abide by all of the parking rules and regulations of your specific campus location and the community in which your campus is located.

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

Student Grievance Policies and Procedures

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

1st Step: Attempt to Resolve the Situation Directly

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

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

2nd Step: Lamson Student Complaint Procedure

When a grievance occurs, the student should first attempt to resolve the situation with the person whose action is being questioned. If the student does not believe the matter has been resolved, he or she may proceed through the following steps:

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

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

2. If the grievance remains unresolved, it may be appealed within five working days of the decision to the Campus Director. The Campus Director may take whatever steps are deemed necessary to resolve the matter. The Campus Director or his/her representative will render a decision, which is final and binding upon all parties.

3rd Step: Accreditor and State Complaint Procedures

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

ACCET Student Catalog Notice - ACCET Student Complaint Procedure

This institution is recognized by the Accrediting Council for Continuing Education & Training (ACCET) as meeting and maintaining certain standards of quality. It is the mutual goal of ACCET and the institution to ensure that quality educational training programs are provided. When issues or problems arise, students should make every attempt to find a fair and reasonable solution through the institution's internal complaint procedure, which is required of ACCET accredited institutions and frequently requires the submission of a written complaint. Refer to the school's written complaint procedures published in this catalog in the Student Disclosures section under Notice of Student Rights. Note that ACCET will process complaints that involve ACCET standards and policies and, therefore, are within the scope of the accrediting agency.

If a student has used the institution's formal student complaint procedure, and the issue has not been resolved, the student has the right and is encouraged to submit a complaint to ACCET in writing via the online form on the ACCET website (<https://accet.org/about-us/contact-us>). The online form will require the following information:

1. Name and location of the ACCET institution
2. A detailed description of the alleged problem(s)
3. The approximate date(s) that the problem(s) occurred
4. The names and titles/positions of all persons involved in the problem(s), including faculty, staff, and/or other students
5. What was previously done to resolve the complaint, along with evidence demonstrating that the institution's complaint procedure was followed prior to contacting ACCET
6. The name, email address, telephone number, and mailing address of the complainant. If the complainant specifically requests that anonymity be maintained, ACCET will not reveal his or her name to the institution involved
7. The status of the complainant with the institution (e.g. current student, former student, etc.)

Please include copies of any relevant supporting documentation (e.g. student's enrollment agreement, syllabus or course outline, correspondence between the student and the institution).

Note: Complainants will receive an acknowledgement of receipt within 15 business days.

Additional Contact Information for ACCET

Address: ACCET
1722 N Street, NW
Washington, DC 20036
Telephone: (202) 955-1113
Email: info@accet.org
Website: www.accet.org.

ACCSC Student Catalog Notice - ACCSC Student Complaint Procedure

Schools accredited by the Accrediting Commission of Career Schools and Colleges must have a procedure and operational plan for handling student complaints. If a student does not feel that the School has adequately addressed a complaint or concern, the student may consider contacting the Accrediting Commission. All complaints reviewed by the Commission must be submitted in written form and should grant permission for the Commission to forward a copy of the complaint to the School for a response. This can be accomplished by filing

the ACCSC Complaint Form. The complainant(s) will be kept informed as to the status of the complaint as well as the final resolution by the Commission. Please direct all inquiries to:

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

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

Texas Workforce Commission Complaint Procedure

Students dissatisfied with this school's response to their complaint, or who are unable to file a complaint with the school can file a complaint with the Texas Workforce Commission, Career Schools and Colleges Section.

**Texas Workforce Commission
Career Schools and Colleges Section
101 East 15th Street, Room 226-T
Austin, Texas 78778-0001
Phone: (512) 936-3100**

Information on filing a complaint with TWC, including the form, can be found on TWC's website at www.texasworkforce.org/careerschoolstudents.

Texas Higher Education Coordinating Board (THECB) Complaint Procedure

To file a complaint with the THECB, all complaints must be submitted to THECB via email or mail on the student complaint form which is available on the below referenced website. All submitted complaints must include a student complaint and the appropriate releases. THECB has the ability to refer certain complaints to other agencies or entities as they see appropriate or investigate the student complaint internally. If an informal resolution cannot be reached, the Commissioner will make a final and written determination. Additional details regarding the complaint process are available on the THECB's website.

**Texas Higher Education Coordinating Board (THECB)
Office of General Counsel
P.O. Box 12788
Austin, Texas 78711-2788**

The web address for the THECB's Student Complaints page is:
<https://www.highered.texas.gov/student-complaints/>

Federal Complaint Policies and Regulations:

TITLE IX POLICY & PROCEDURES

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

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

Contacting the Title IX Coordinator

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

JoAnn Navarro, Campus Director
5819 NW Loop 410, Suite 160
San Antonio, TX 78238
(210) 520-1800
joann.navarro@lamson.edu or TitleIXCoordinator@lamson.edu

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

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

Notice of Binding Arbitration and Class Action/Collective Arbitration Waiver

A. Binding Arbitration

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

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

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

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

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

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

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

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

B. Class Action/Collective Arbitration Waiver

Your enrollment agreement with Lamson also contains a further condition for enrollment, that requires you to agree that any dispute or claim that you may bring against LAMSON will be brought solely in your individual capacity. THIS MEANS YOU MAY NOT BE A PLAINTIFF OR PARTICIPATE AS A CLASS MEMBER IN ANY

PURPORTED CLASS ACTION, REPRESENTATIVE PROCEEDING, MASS ACTION OR CONSOLIDATED ACTION, WHETHER IN A COURT OF LAW OR IN ARBITRATION.

C. Effect on Borrower Defense To Repayment Applications

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

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

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

D. How to Commence Arbitration

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

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

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

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

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

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

When you have filed a Demand for Arbitration with the AAA you must also deliver a copy to Lamson at: Lamson Institute, 5819 N.W. Loop 410, Suite 160 San Antonio, TX 78238, ATTN: Campus Director

If you have any questions regarding how to start the arbitration process, you may contact the Campus Director for an additional information at Lamson Institute, 5819 N.W. Loop 410, Suite 160 San Antonio, TX 78238, ATTN: Campus Director, campusdirector@lamson.edu, 210-520-1800.

Additional Important Policies and Disclosures

Voter Registration Disclosure

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

<http://www.dmv.org/tx-texas/voter-registration.php>
<https://www.bexar.org/1702/Register-to-Vote>

Constitution Day Policy

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

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

The Family Education Rights and Privacy Act (FERPA)

All students shall have the right to inspect and review their educational records, to request corrections or deletions, and to limit disclosure of the records in accordance with the Family Educational Rights and Privacy Act of 1974 (also referred to as the Buckley Amendment).

The Registrar oversees the disposition of educational records. Students may request a review of their records by writing to the Registrar or his/her designee and identifying the record(s) they wish to review. Such review will be allowed during regular School office hours under appropriate supervision and within 45 days of the date the request is received by the School. A copy of the records may be obtained for \$1.00 per page. When grades are included, the transcript charge applies.

A student may request the School to amend his/her educational records on the grounds that they are inaccurate, misleading, or in violation of his/her right to privacy. However, grades and course evaluations can be challenged only on the grounds that they are improperly recorded. The student should write to the Registrar and identify the part of the record he/she wants changed and specify why it is inaccurate. The Registrar, together with other involved School personnel, will review the written request and confer with the student to make a determination. If the student is not satisfied with the result of the conference, the School will notify the student of his or her right to a formal grievance hearing. Within 45 days of the hearing, the student will be provided with a written decision, which will be considered final. Written documentation of the hearing and of the decision will be included as part of the student's permanent record.

The following are exemptions to FERPA:

- Financial records submitted by the student's parent(s);
- Grades and access to student education records to parents who certify that the student is financially dependent;
- A school official who has a legitimate educational interest and needs to review an educational record in order to fulfill his or her professional responsibility. A school official is a person employed by the school in an administrative, supervisory, academic, research, or support staff position, or a person or company with whom the school has contracted, such as an attorney, auditor, collection agent, employment agency, or loan management agency, or a person serving on the Board of Governors, or a student serving on an official committee or assisting another school official in performing his/her tasks;
- Confidential letters of recommendation received by the school prior to January 1, 1975. For such letters received after December 31, 1974, the Act permits students to waive their right to access if the letters are related to admissions, employment, or honors;
- School security records;
- Employment records for school employees who are not current students;
- Records compiled or maintained by physicians, psychiatrists, psychologists, or other recognized professionals or paraprofessionals acting or assisting in such capacities for treatment purposes, and which are available only to persons providing the treatment;
- Authorized representatives of the U.S. Government, state and local authorities where required, and accrediting agencies;

- Appropriate persons or agencies in the event of a health or safety emergency, when a release without consent is necessary under the circumstances; and
- Records requested through court order or subpoena.

The School will generally release certain student directory information without the consent of the student unless the student has specifically requested that the information not be released. The student should inform the School in writing within ten (10) days after the first date of attendance if he/she does not wish to have any or all of such information released by the School. Such directory information includes some or all of the following data: student's name, address (es), telephone number, e-mail address, program, dates of attendance, photograph, credential awarded, post-graduation employers and job titles, participation in activities and recognition received, previous secondary and postsecondary educational institutions attended by the student, and date and place of birth.

The School also reserves the right to release to police agencies and/or crime victims any records or information pertinent to a crime which has occurred on campus, including the details of any disciplinary action taken against the alleged perpetrator of the crime.

The student has the right to file a complaint concerning alleged failures by the school to comply with the requirements of FERPA at the following U.S. Department of Education office:

Family Policy Compliance Office U.S. Department of Education
400 Maryland Avenue, SW Washington, DC 20202-5901
Additional information on FERPA is available from the Registrar's office.

Copyright Policy

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

1. Students should refer any questions about the Federal Copyright Act to their Instructors and/or Campus Director.
2. While Lamson expects students to strictly abide by all clauses of the Federal Copyright Act in their interactions with and on behalf of the Institution, the following list covers those aspects of the Federal Copyright Act which students are most likely to encounter in their tenure with the School:

A. Photocopying, Electronic and/or Other Copying of Copyrighted Materials: Students may make and share copies of copyrighted materials on a limited basis for research or academic purposes strictly in accordance with the Federal Copyright Act.

B. Use of Images from Online or other Sources: Students may use images from copyrighted sources for their individual classroom projects and assignments, but must limit their use of such images to individual educational purposes. For non-classroom projects, however, if you did not create the image yourself, did not obtain the image from your computer's clipart or from a website that creates images specifically for free public usage (such as Microsoft images), you or Lamson do not own the image and have not paid for use of the image, consequently you should not use the image in your work.

C. Peer to peer file sharing. Peer to peer sharing of electronic files is not an illegal act. However, peer to peer sharing of copyrighted electronic files, including but not limited to movies, music, computer software and video games can be a violation of the Federal Copyright Act. Students must avoid peer to peer sharing of copyrighted material and should be aware that educational institutions, such as Lamson, are under no obligation to accept responsibility for or to help defend students caught illegally sharing files.

D. Software. All software used by Lamson has been appropriately licensed in order to comply with the Federal Copyright Act and all requirements of the software's owner. Lamson students are not allowed to use any personal software with Lamson technology.

3. Students should be aware that unauthorized distribution of copyrighted material, including unauthorized peer-to-peer file sharing, may subject them to civil and criminal liabilities including the possibility of fines, financial liability for damages and court fees, and confiscation of the copyrighted materials and any devices used to copy and/or distribute them. In general, anyone found liable for civil copyright infringement may be ordered to pay either actual damages or "statutory" damages affixed at not less than \$750 and not more than \$30,000 per work infringed. For "willful" infringement, a court may award up to \$150,000 per work infringed. A court can, in its discretion, also assess costs and attorneys' fees. For details, see Title 17, United States Code, Sections 504, 505. Willful copyright infringement can also result in criminal penalties, including imprisonment of up to five years and fines of up to \$250,000 per offense. Such illegal sharing may also subject students to disciplinary action including termination of their student enrollment at Lamson.

Drug-Free Schools/Drug-Free Workplace Annual Disclosure to Students and Employees

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

Objectives of the School's Substance Abuse Prevention Policy

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

- To establish and maintain a safe, healthy educational environment for all students;
- To encourage counseling and rehabilitation assistance for those who seek help both students and employees;
- To reduce the number of accidental injuries to persons or property;
- To preserve the reputation of the School within the community and industry at large;
- To enhance the student's and the School's ability to achieve a high employment placement rate; and
- To reduce absenteeism and tardiness of its students.

Standards of Conduct for Students and Employees

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

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

The School will not allow the possession, use or distribution of illicit drugs or alcohol by students or staff on its property or as part of any of its officially sponsored off-campus activities. Individuals are also prohibited from

being under the influence of alcohol, illegal drugs or any other substance that could adversely affect the health, safety or welfare of students, faculty or staff on School property or at any of its officially sponsored activities. This includes all forms of marijuana and synthetic marijuana, regardless of the legality of either substance. A state's legalization of marijuana and/or the possession of a legitimate medical marijuana card are not accepted as exceptions to this policy. Under federal law marijuana remains classified as a Schedule I drug and its possession and use by any individual, regardless of age, are prohibited. As a Title IV institution, the School will follow all applicable federal laws and regulations. Note: Officially sponsored off-campus activities include field trips and student-sponsored social activities if they are considered sponsored by the School.

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

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

3. DISCIPLINARY SANCTIONS

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

4. STUDENT LOSS OF TITLE IV ELIGIBILITY

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

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

5. LEGAL SANCTIONS

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

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

6. HEALTH RISKS

Drug use causes physical and emotional dependence, interferes with memory, sensation, and perception, and in some cases may cause permanent brain damage or sudden death. The following is a summary of the

various health risks associated with alcohol abuse and use of specific types of drugs, and is not intended to be an exhaustive or final statement of all possible health consequences of substance abuse.

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

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

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

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

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

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

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

Inhalants: Inhalants are readily available and inexpensive. More than 1,000 common household products can be used to get high. Examples of organic solvents (carbon compounds) include gasoline, lighter fluid and butane lighter fuel, spray paint, paint thinner, rubber-cement, hair spray, nail polish, and many cleaning fluids. Nitrite compounds (amyl nitrite, butyl nitrite) act mainly as vasodilators. Nitrous oxide (laughing gas) is packaged in small metal cartridges (called whippets) which are often used to make whipped cream. Inhalants irritate breathing passages, provoking severe coughing, painful inflammation, and nosebleeds. Inhalants may not produce a pleasant high and result in mental confusion, hallucinations, and paranoia. They may also result in respiratory depression leading to unconsciousness, coma, permanent brain damage, or death. The danger is extremely great if inhalants are used in conjunction with other nervous system depressants, such as alcohol or barbiturates. Even first-time users run the risk of sudden sniffing death (SSD). The risk of SSD is higher if the abuser engages in strenuous physical activity or is suddenly startled.

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

7. DRUG AND ALCOHOL PROGRAMS

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

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

U.S. Department of Health and Human Services Substance Abuse and Mental Health Services Administration (SAMHSA) – 1-800-662-HELP (1-800-662-4357) or <https://www.samhsa.gov/find-help/national-helpline>

American Addiction Centers (AAC) – <https://drugabuse.com/> or at the 24-hour hotline (877) 904-2494
Alcoholics Anonymous – 24-hour hotline 800-839-1686 or visit <https://alcoholicsanonymous.com/> for information on local meetings and resources

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

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

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

8. APPENDIX A

DRUG/SCHEDULE	QUANTITY	PENALTIES	QUANTITY	PENALTIES
Cocaine (Schedule II)	500 - 4999 grams mixture	First Offense: Not less than 5 yrs, and not more than 40 yrs. If death or serious injury, not less than 20 or more than life. Fine of not more than \$5 million if an individual, \$25 million if not an individual. Second Offense: Not less than 10 yrs, and not more than life. If death or serious injury, life imprisonment. Fine of not more than \$8 million if an individual, \$50 million if not an individual.	5 kgs or more mixture	First Offense: Not less than 10 yrs, and not more than life. If death or serious injury, not less than 20 or more than life. Fine of not more than \$10 million if an individual, \$50 million if not an individual. Second Offense: Not less than 15 yrs, and not more than life. If death or serious injury, life imprisonment. Fine of not more than \$20 million if an individual, \$75 million if not an individual. 2 or More Prior Offenses: Not less than 25 years. Fine of not more than \$20 million if an individual, \$75 million if not an individual.
Cocaine Base (Schedule II)	28-279 grams mixture		280 grams or more mixture	
Fentanyl (Schedule II)	40 - 399 grams mixture		400 grams or more mixture	
Fentanyl Analogue (Schedule I)	10 - 99 grams mixture		100 grams or more mixture	
Heroin (Schedule I)	100 - 999 grams mixture		1 kg or more mixture	
LSD (Schedule I)	1 - 9 grams mixture		10 grams or more mixture	
Methamphetamine (Schedule II)	5 - 49 grams pure or 50 - 499 grams mixture		50 grams or more pure or 500 grams or more mixture	
PCP (Schedule II)	10 - 99 grams pure or 100 -999 grams mixture		100 gm or more pure or 1 kg or more mixture	

Substance Abuse Policy and Procedures

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

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

- verbal warning/advisement
- written warning/advisement
- immediate screening test
- referral to an approved rehabilitation/counseling agency
- suspension from school or employment
- termination from enrollment or employment
- referral for prosecution

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

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

- | | |
|---|---|
| • slurred speech | • other unexplained behavioral changes |
| • red eyes | • dilated pupils |
| • erratic behavior | • incoherence |
| • inability to perform job/task | • unsteadiness on feet |
| • inability to carry on a rational conversation | • increased carelessness |
| • smell of alcohol or marijuana emanating from an individual's body | • receipt of information by the School indicating a violation of this policy has occurred |

To assure clear communication of the required standards of conduct and the sanctions imposed for violation of those standards, the School will provide students and employees with a copy of this Substance Abuse Policy. Students and employees are hereby notified that **COMPLIANCE WITH THE STANDARDS OF CONDUCT REQUIRED BY THE SUBSTANCE ABUSE POLICY IS MANDATORY. IN ORDER TO ENSURE COMPLIANCE, THE SCHOOL MAY ENGAGE IN DRUG AND/OR ALCOHOL SCREENING TESTS UNDER THE FOLLOWING CIRCUMSTANCES:**

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

Drug Testing Procedures (Random and For Cause)

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

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

- Immediate dismissal from School for the remainder of the current module/term or for the student's remaining program of study or suspension of employment. In such a situation a student will also be subject to any additional actions that may occur as a result of the course dismissal, including, but not limited to, repeat fees or being placed on probationary status.
- The individual must be assessed by a certified evaluator from one of the drug treatment programs approved by the School and enrolled in a program prior to resuming School enrollment.
- The individual must follow the assignments of the evaluator and provide evidence of completion of those assignments, if applicable.
- The individual must sign a release form at the treatment center giving the School access to information regarding his or her progress in the treatment program.
- The individual must earn and submit a certificate of completion, if applicable, or submit similar documentation to the School prior to receiving any official graduation documents.

Failure to complete a recommended drug treatment program in a timely manner, as determined by the School, may be cause for withdrawal from the School or from employment until proof of completion of the program. Refusal to test or, in the case of urine testing, failure to produce a sample within the allotted time frame after being selected is considered the same as a "positive" test and may result in the same actions and requirements identified above.

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

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

Failure to abide by the established guidelines will result in termination of training or employment at the School. Any student or employee who tests positive for or admits to drug or alcohol use a second time will be immediately terminated from the School. A student who has been terminated from training must utilize the Student Grievance Policy and Procedures as an appeals process to determine the possibility of returning to the School.

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

EQUAL EDUCATIONAL OPPORTUNITY

The School declares and affirms a policy of equal educational opportunity, equal employment opportunity, and nondiscrimination, where applicable, in the provision of its admissions processes and educational services to the public. The School reaffirms its policy of administering all its educational programs, admissions processes, and related supporting services and benefits in a manner which does not discriminate because of a student's or prospective student's race, color, creed or religion, sex, national origin, age, physical or mental handicap, or other factors which cannot lawfully be the basis for provision of such services. Further, the School commits itself to a program of Affirmative Action/Equal Opportunity.

The School recognizes its responsibilities under Section 504 of the Rehabilitation Act of 1973 to provide equal access to students with disabilities. Students with disabilities are encouraged to participate in school-related activities. When requested by the student and approved by the School as a reasonable accommodation, special resources may be provided to a requesting student. Please refer to the Disability Accommodation Procedure earlier in this catalog for accommodations details and procedures. Regular School procedures for application and admission apply to students with disabilities. For further information, contact the Director of Education. Students who feel that they have been harassed or discriminated against for their disability should follow the Student Grievance Policies and Procedures set forth earlier in this catalog.

The School will make all decisions regarding recruitment, hiring, promotion and all other terms and conditions of employment without discrimination on grounds of race, color, creed or religion, sex, national origin, age, physical or mental handicap, or other factors which cannot lawfully be the basis for an employment decision.

The School is obligated by and adheres to the provisions of: Section 493 A, Title IV, Higher Education Act of 1965, United States Code, Veterans' Benefits Title IX, Educational Amendments of 1972 Section 504, Rehabilitation Act of 1973, Family Educational Rights and Privacy act of 1974 as amended.

Inquiries concerning the application of these laws and their implementing regulations may be referred to the Campus Director of the School.

Lamson Annual Safety and Security Report and Sexual Harassment, Assault and Violence Policy and Grievance Procedure

Equal Educational Opportunity

The School is committed to providing an educational climate that is conducive to the personal and professional development of each individual. Students should be aware that discrimination and/or other harassment based on the age, color, ethnic background, disability, family status, gender, national origin, race, religion, sex, sexual orientation, or veteran status is unacceptable. To fulfill its educational mission the School designates the Campus Director as its designated representative to coordinate its Equal Employment Opportunity/Affirmative Action efforts to comply with Title IX of the Education Amendments of 1972, as amended, and with the Americans with Disabilities Act (ADA). Students who feel that they have been harassed or discriminated against should follow the Grievance Procedures set forth in the attached Lamson Annual Safety and Security Report incorporated as Addendum A to this catalog.

ADDENDUM A: 2023 LAMSON INSTITUTE ANNUAL SAFETY AND SECURITY REPORT

Including Clery Act Disclosures of Campus Security Policy and Crime Statistics
(San Antonio, Texas)

Including Calendar Year 2020, 2021 and 2022 Crime Statistics

To maintain compliance with Jeanne Clery Disclosure of Campus Security Policy and Crime Statistics Act (“Clery Act”) and related Higher Education Act (“HEA”) requirements, and in an effort to continuously promote and improve safety and security measures on campus, Lamson Institute (“Lamson”) collects and publishes information regarding its current safety and security policies, victim services and crime statistics. Once collected, the information is presented annually in this Annual Safety and Security Report (“Report”) to prospective and current students, faculty, staff and the public. **Any questions about this Report should be directed to the Lamson Campus Director, JoAnn Navarro at (210) 520-1800, joann.navarro@lamson.edu, 5819 NW Loop 410, Suite 160, San Antonio, TX 78238.**

I. COMPLETION AND DISSEMINATION OF THE REPORT

Prior to October 1 of each year, Lamson compiles this Report based on crime, arrest and referral information obtained from local law enforcement agencies and as reported to Campus Director JoAnn Navarro, who also serves as the Title IX Coordinator, and can be reached at **(210) 520-1800, joann.navarro@lamson.edu, 5819 NW Loop 410, Suite 160, San Antonio, TX 78238.** Director of Education Veronica Paz serves as Lamson’s Campus Security Authority and can be reached at **(210) 520-1800, veronica.paz@lamson.edu, 5819 NW Loop 410, Suite 160, San Antonio, TX 78238.** All crime statistics contained in this Report are for Clery Act reportable crimes occurring on Lamson’s campus, as defined by 34 C.F.R. § 668.46(a), and on public property, including thoroughfares, streets, sidewalks, and parking facilities, within the campus or immediately adjacent to or accessible from the campus. Lamson’s physical campus includes approximately 55,000 square feet of dedicated space within a building shared by several businesses, located at **5819 NW Loop 410, Suite 160, San Antonio, TX 78238,** and the surrounding parking lot shared by all of the businesses. The Report also includes Lamson’s current policies required pursuant to the current version of 34 C.F.R. § 668.46 and the Jeanne Clery Disclosure of Campus Security Policy and Crime Statistics Act (Clery Act), as amended by the Violence Against Women Reauthorization Act of 2013 (VAWA), Pub. Law 113-4.

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

II. POLICIES FOR REPORTING AND RESPONDING TO CRIME AND EMERGENCIES

A. STUDENT, FACULTY AND STAFF REPORTING PROCEDURES

1. Reporting Emergencies

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

type of emergency, students, faculty, staff and guests should immediately **call 911**. If possible, information about the emergency should also be communicated immediately to the Campus Director, JoAnn Navarro, who can be reached at **(210) 520-1800, joann.navarro@lamson.edu, 5819 NW Loop 410, Suite 160, San Antonio, TX 78238** and/or to other available Lamson staff for purposes of expediting Lamson's Emergency Response and Evaluation Procedures as set forth in Section II.B.3 of this Report.

2. Reporting Crimes

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

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

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

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

B. INSTITUTIONAL RESPONSE PROCEDURES

1. Response to Reports of Crime or Emergency

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

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

2. Timely Warning of Reported Crime

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

Anyone with information warranting a timely warning should report the circumstances to the Campus Director, Director of Education, or his/her designee by phone at (210) 520-1800 or in person.

3. Emergency Response and Evacuation Procedures

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

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

Lamson publishes maps of the campus showing the school's emergency evacuation routes in every classroom and at other gathering places for students, faculty, and staff. The school tests the emergency response and evacuation procedures on at least an annual basis, including announced or unannounced tests. Additionally, the school tests its fire sprinklers and alarms on an annual basis.

III. SCHOOL CLOSURES OR DELAYS – NON-EMERGENCY

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

IV. POLICY STATEMENT ADDRESSING COUNSELORS AND COUNSELING SERVICES

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

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

Lamson does not maintain residential facilities and does not have any officially recognized student organizations with noncampus locations. The campus building is open to staff, faculty and/or students during business hours (8 am to 10:45 pm Monday-Thursday, 8 am to 5 pm Friday, and as may be scheduled on Saturday for labs). During non-business hours the campus building is only accessible by key fob and a security code, or through admittance by a designated staff member for the purpose of staff use, maintenance or cleaning. Security cameras are posted in main areas and doorways for monitoring purposes. Lamson evaluates its security policies regarding campus facilities annually.

VI. CAMPUS LAW ENFORCEMENT AND RELATED POLICIES

As of the effective date of this Report, Lamson employs an armed security guard service Monday through Thursday from 3:30 p.m. to 11 p.m. and Friday from 9 a.m. to 5 p.m. to ensure that the building is only accessible to members of the Lamson community. Lamson does not employ any campus police and neither Lamson employees nor the security guard service have authority to arrest or detain any individual. Lamson does not have a written memorandum of understanding or other agreement with local police agencies. Lamson faculty or staff will assist in notifying appropriate law enforcement authorities if a student requests assistance in contacting police. Students, faculty, and staff are encouraged to accurately and promptly report all crimes and public safety related incidents to the Campus Director as set forth in Section II.A of this Report and to notify local police when the victim of a crime elects to do so, or is unable to make such a report.

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

VII. SECURITY AWARENESS AND CRIME PREVENTION PROGRAMS

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

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

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

All Lamson property has been designated “drug free” and the School is committed to full compliance with the Drug-Free Workplace Act and the Drug-Free Schools and Communities Act regulations as contained in 34 C.F.R. Part 86. Lamson does not permit the sale, possession or consumption of alcoholic beverages on School property and adheres to and enforces all state underage drinking laws. A complete copy of Lamson’s six page Drug-Free Schools/Drug-Free Workplace Annual Disclosure containing its policy on possession, use and sale of alcoholic beverages and illegal drugs is included in both the School Catalog and on Lamson’s website at <https://lamson.edu/about/student-consumer-info/>. At least on an annual basis, students, faculty and staff are provided with a copy of that policy. New students, faculty and staff are provided this information during their onboarding process. Annually students are provided this information by means of the current School Catalog, annual distribution with this Report, and material posted on campus. Current faculty and staff are provided this information with a copy of this Report.

The consumption and/or possession of any alcoholic beverage by any person younger than 21 years of age is forbidden as provided by state law. Lamson prohibits the use, possession, manufacture, sale or distribution by its students, faculty and staff of any illegal drug. This includes all forms of marijuana and synthetic marijuana, regardless of the legality of either substance. A state’s legalization of marijuana and/or the possession of a legitimate medical marijuana card are not accepted as exceptions to this policy. Under federal law marijuana remains classified as a Schedule I drug and its possession and use by any individual, regardless of age, are prohibited. Students, faculty and staff are reminded that unlawful possession, distribution or use of alcohol or illegal drugs may subject individuals to criminal prosecution. Lamson may refer violation of prescribed conduct to the appropriate authorities for prosecution in connection with federal and state laws.

IX. POLICY REGARDING SEXUAL HARASSMENT AND SEX OFFENSES

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

Lamson is committed to creating and maintaining an educational climate that is free from all forms of sex discrimination, including sexual offenses of all types. Students, faculty and staff should be aware that discrimination and/or other harassment based on sex, gender identity or sexual orientation is unacceptable. Lamson prohibits dating violence, domestic violence, sexual assault, and stalking as defined below. To fulfill its educational mission, Lamson has designated JoAnn Navarro, Campus Director, as its representative to coordinate Lamson’s compliance with Title IX of the Education Amendments of 1972, as amended, and the Clery Act. **Students, faculty or staff who feel that they have been the victim of sex harassment, sex discrimination, sexual violence or other sexual offenses should contact the Title IX Coordinator at (210) 520-1800, joann.navarro@lamson.edu, 5819 NW Loop 410, Suite 160, San Antonio, TX 78238, and follow the procedures outlined in this section (IX).** For grievances other than those related to Title IX, students should follow the procedure outlined in the Notice of Student Rights in the School Catalog.

Confidentiality

All proceedings and records concerning sexual harassment or sexual offense complaints shall be confidential to the extent permitted or required by law, even if the victim does not specifically request confidentiality. In coordination with Lamson’s executive management and its legal counsel, a victim’s personally identifying information will not be included in any publicly available recordkeeping, including Clery Act reporting and disclosures such as this Annual Security Report. Memoranda describing any formal reprimand or disciplinary action for violating this policy will be placed in a student’s permanent academic file and an employee’s permanent personnel file. Lamson will maintain as confidential any accommodations or protective measures

provided to the victim; however, in some cases, Lamson may need to disclose some information about a victim to a third party to provide necessary accommodations or protective measures. The determination of the need to disclose such information will be made by the Title IX Coordinator in coordination with Lamson's legal counsel and the School's executives. The victim will be notified regarding which information will be shared, with whom it will be shared, and why, prior to Lamson sharing the information.

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

Sexual Harassment and Sexual Offenses

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

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

Key Definitions

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

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

Sexual assault is defined as any sexual act directed against another person, without consent of the victim, including instances where the victim is incapable of giving consent. Sexual assault includes any offense that meets the definition of rape, fondling, incest and statutory rape as used in the Federal Bureau of Investigation's Uniform Crime Reporting¹ program and as set forth in Appendix A to Subpart D of Title 34 of the Code of Federal Regulations, Part 668, which defines each offense as follows:

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

Fondling is the touching of the private body parts of another person for the purpose of sexual gratification, without the consent of the victim, including instances where the victim is incapable

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

of giving consent because of his/her age or because of his/her temporary or permanent mental incapacity.

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

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

Sexual assault is defined in the Texas Sexual Assault statute (Penal Code, Title 5, Chapter 22, Section 22.011) as: A person commits an offense if the person intentionally or knowingly (1) causes the penetration of the anus or sexual organ of another person by any means, without that person's consent; (2) causes the penetration of the mouth of another person by the sexual organ of the actor, without that person's consent; or (3) causes the sexual organ of another person, without that person's consent, to contact or penetrate the mouth, anus, or sexual organ of another person, including the actor. A person also commits an offense if, regardless of whether the person knows the age of the child at the time of the offense, the person intentionally or knowingly (1) causes the penetration of the anus or sexual organ of a child by any means; (2) causes the penetration of the mouth of a child by the sexual organ of the actor; (3) causes the sexual organ of a child to contact or penetrate the mouth, anus, or sexual organ of another person, including the actor; (4) causes the anus of a child to contact the mouth, anus, or sexual organ of another person, including the actor; or (5) causes the mouth of a child to contact the anus or sexual organ of another person, including the actor.

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

Texas does not define "Domestic Violence." However, Texas Family Code, Section 71.004 defines "Family Violence" as an act by a member of a family or household against another member of the family or household that is intended to result in physical harm, bodily injury, assault, or sexual assault or that is a threat that reasonably places the member in fear of imminent physical harm, bodily injury, assault, or sexual assault, but does not include defensive measures to protect oneself. Texas Family Code, Title 4, Section 71.005 defines "household" as a unit composed of persons living together in the same dwelling, without regard to whether they are related to each other.

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

Dating Violence is defined in Texas Family Code, Section 71.0021 as an act, other than a defensive measure to protect oneself, by an actor that is against a victim with whom that person has or has had a dating relationship, or because of the victim's marriage to or dating relationship with an individual with whom the actor is or has been in a dating relationship or marriage, and that is intended to result in physical harm, bodily injury, assault, or sexual assault or that is a threat that reasonably places the individual in fear of imminent physical harm, bodily injury, assault, or sexual assault. Under this same Section "dating relationship" means a relationship between individuals who have or have had a continuing relationship of a romantic or intimate nature. The existence of such a relationship shall be determined based on consideration of: (1) the length of the relationship; (2) the nature of the relationship; and (3) the frequency and type of interaction between the persons involved in the relationship. A casual acquaintanceship or ordinary fraternization in a business or social context does not constitute a "dating relationship".

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

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

Stalking is defined in Texas Penal Code Section 42.072. A person commits an offense if the person, on more than one occasion and pursuant to the same scheme or course of conduct that is directed specifically at another person, knowingly engages in conduct that: (1) constitutes the offense of Harassment under Section 42.07, or that the actor knows or reasonably should know the other person will regard as threatening bodily injury or death for the other person; bodily injury or death for a member of the other person’s family or household or for an individual with whom the other person has a dating relationship; or that an offense will be committed against the other person’s property; (2) causes the other person, a member of the other person’s family or household, or an individual with whom the other person has a dating relationship to be placed in fear of bodily injury or death or in fear that an offense will be committed against the other person’s property, or to feel harassed, annoyed, alarmed, abused, tormented, embarrassed, or offended; and (3) would cause a reasonable person to; fear bodily injury or death for himself or herself; fear bodily injury or death for a member of the person’s family or household or for an individual with whom the person has a dating relationship; fear that an offense will be committed against the person’s property; or feel harassed, annoyed, alarmed, abused, tormented, embarrassed, or offended.

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

Texas Penal Code, Section 1.07 defines “consent” as assent in fact, whether express or apparent. Further, under Texas Penal Code, Section 22.011, a sexual assault is without the consent of the other person if (1) the actor compels the other person to submit or participate by the use of physical force, violence, or coercion; (2) the actor compels the other person to submit or participate by threatening to use force or violence against the other person or to cause harm to the other person, and the other person believes that the actor has the present ability to execute the threat; (3) the other person has not consented and the actor knows the other person is unconscious or physically unable to resist; (4) the actor knows that as a result of mental disease or defect the other person is at the time of the sexual assault incapable either of appraising the nature of the act or of resisting it; (5) the other person has not consented and the actor knows the other person is unaware that the sexual assault is occurring; (6) the actor has intentionally impaired the other person’s power to appraise or control the other person’s conduct by administering any substance without the other person’s knowledge; (7) the actor compels the other person to submit or participate by threatening to use force or violence against any person, and the other person believes that the actor has the ability to execute the threat; (8) the actor is a public servant who coerces the other person to submit or participate; (9) the actor is a mental health services provider or a health care services provider who causes the other person, who is a patient or former patient of the actor, to submit or participate by exploiting the other person’s emotional dependency on the actor; (10) the actor is a clergyman who causes the other person to submit or participate by exploiting the other person’s emotional dependency on the clergyman in the clergyman’s professional character as spiritual adviser; (11) the actor is an employee of a facility where the other person is a resident, unless the employee and resident are formally or informally married to each other under Chapter 2, Family Code; (12) the actor is a health care services provider who, in the course of performing an assisted reproduction procedure on the other person, uses human reproductive material from a donor knowing that the other person has not expressly consented to the use of material from that donor; (13) the actor is a coach or tutor who causes the other person to submit or participate by using the actor’s power or influence to exploit the other person’s dependency on the actor; or (14) the actor is a caregiver hired to assist the other person with activities of daily life and causes the other person to submit or participate by exploiting the other person’s dependency on the actor.

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

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

1. An employee of the School conditioning the provision of an aid, benefit, or service of the School on an individual’s participation in unwelcome sexual conduct;

2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the School's education programs or activities; or
3. As defined below, sexual assault, domestic violence, dating violence, or stalking.

Sexual Assault means any sexual act directed against another person, forcibly and/or against that person's will; or not forcibly or against the person's will where the victim is incapable of giving consent.

Dating Violence means violence committed by a person—

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

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

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

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

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

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

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

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

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

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

Upon observing or involvement in any type of sexual offense on campus or on public property, including thoroughfares, streets, sidewalks, and parking facilities, within the campus or immediately adjacent to or accessible from the campus, Lamson encourages students, faculty and staff to promptly report the incident to

the local police and/or Lamson's Title IX Coordinator at **(210) 520-1800, joann.navarro@lamson.edu, 5819 NW Loop 410, Suite 160, San Antonio, TX 78238**. A report may be made to either or both the police and the Title IX Coordinator. The Title IX Coordinator is responsible for Lamson's compliance with Title IX of the Education Amendments of 1972. In this role, the Title IX Coordinator administers the review, investigation and resolution procedures for reports of sexual offenses. Where there is any question about whether an incident is a sex offense, a report should be made to the Title IX Coordinator for assistance in determining the nature of the incident.

Victims of a Sexual Offense: If you are a victim of a sexual offense, your first priority should be to get to a place of safety. You should then obtain any necessary medical treatment. Information about the alleged offense should be provided to the Title IX Coordinator as soon as possible. Victims of sexual violence may also wish to seek support services from organizations trained in providing counseling and support services to victims. Lamson refers victims of sexual offenses to a number of organizations, including The Rape Crisis Center at (210) 349-7273 and www.rapecrisis.com, Community Counseling Service of Our Lady of the Lake University (OLLU) at (210) 434-1054, and Rape, Abuse & Incest National Network's (RAINN) National Sexual Assault Hotline at 800.656.HOPE (4673).

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

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

Victims of a sexual offense are also encouraged to preserve DNA evidence by obtaining a forensic examination from a medical professional. Victims are not required to file a police report in order to receive a sexual assault forensic exam. These exams are always free and do not require the use of medical insurance. In order to ensure the greatest chance of collecting DNA evidence, a forensic examination should be done as soon as possible after an assault.

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

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

B. Role of the Title IX Coordinator:

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

1. Provide the complainant with a copy Lamson's Title IX policies and procedures, and written information about local victim support resources (off-campus) for victims including existing counseling, health, mental health, victim advocacy, legal assistance, visa and immigration assistance, student financial aid and other services available to victims.
2. Maintain the confidentiality of the personally identifying information ("PII") of the victim or other necessary parties by ensuring PII is not included in the Annual Security Report and related disclosures.
3. Provide written notification of options to facilitate changes to academic, externship, and/or transportation situations, if requested, while an informal or formal investigation is pending, including the option to issue a no-contact order. Lamson is obligated under federal law to give reasonable accommodations to a victim. Upon the victim's request to the Title IX Coordinator, Lamson will facilitate reasonable accommodations, which may include changes to classes, attendance times, parking arrangements, and/or externship location where applicable, as well as extensions of time or other course related adjustments. The respondent may also request reasonable interim accommodations. Lamson does not rely on one fixed set of rules regarding interim accommodations. Any specific measures taken will be individualized and determined based the Title IX Coordinator's assessment of the specific situation, the severity and pervasiveness of the allegations, and his/her best judgment of which available measures will reasonably accommodate the requestor's needs and specific requests, while making every effort to avoid depriving any student of his or her education. The Title IX Coordinator may choose to alter the interim measures taken or offer different reasonable accommodations at any point as their understanding of the situation and the needs of the parties involved evolve throughout the investigation. Lamson will seek to maintain the confidentiality of the identity of the victim and any accommodations or protective measures provided to the victim, to the extent that maintaining such confidentiality would not impair the ability of Lamson to provide the accommodations or protective measures. These steps will be taken by Lamson regardless of whether the victim chooses to file a formal complaint.
4. Inform the complainant of their right to file a separate criminal complaint for allegations relating to a sexual offense. Lamson will comply with a victim's request for assistance in notifying authorities.
5. Unless the allegations of sexual harassment or sexual offense involve conduct by a Lamson employee towards a student, will undertake, with permission of or at the request of the complainant, to resolve the conflict informally by informing the individual alleged to have caused the grievance in writing that the complaint has been filed; seek to find out the facts; and, if both parties and Lamson desire it, arrange a meeting to try to resolve the differences. All individuals who are involved in an investigation as the respondent, complainant or witness have a duty to keep all information confidential to the extent permitted by law. Persons who violate the confidentiality rights of other individuals may be subject to disciplinary action.

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

C. Formal Investigatory and Disciplinary Procedures for Students and Employees

All reports of sexual harassment or sexual offenses received by the Title IX Coordinator must be resolved through its Title IX policies and procedures. Lamson is committed to providing a fair, prompt and impartial proceeding from investigation initiation to final result that is conducted by officials who do not have a conflict of interest or bias for or against the complainant or the respondent. If a victim discloses an incident but wishes to maintain confidentiality or request that no formal investigation be conducted or disciplinary action taken, Lamson must

weigh that request against its obligation to maintain a safe campus environment. When Lamson honors the complainant's request for confidentiality, the complainant must understand that Lamson's ability to meaningfully investigate the incident and pursue disciplinary action against the respondent may be limited. In the case of sexual violence, Lamson may be required to formally investigate and, if appropriate, pursue disciplinary action under this policy. If Lamson determines it cannot maintain the victim's confidentiality, it will so inform the victim prior to initiating the investigation and will, to the extent possible, share as limited information as possible in an effort to protect the victim's identity. Lamson may not require a victim to participate in a formal investigation or hearing that it has initiated.

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

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

a. **REPORTING AN ALLEGATION**

Title IX Coordinator - Any individual – student, employee or third party - may make a report concerning sexual harassment or sex discrimination whether or not they are the victim of that behavior. Complainants and third parties are encouraged to report sexual harassment as soon as possible to allow the School to respond promptly and effectively. **Reports must be directed to the Title IX Coordinator. In cases where the allegation is against the Title IX Coordinator, the report may be made to the Chief Executive Officer. Only the campus Title IX Coordinator or Chief Executive Officer has authority to issue corrective measures for an incident of sexual harassment or sex discrimination.** Students and employees should not expect any action taken with respect to a complaint or report directed to any other employee or faculty of the School other than a Title IX Coordinator or Campus Director. The Title IX Coordinator at the School is the Campus Director, and can be contacted at:

JoAnn Navarro, Campus Director
5819 NW Loop 410, Suite 160
San Antonio, TX 78238
(210) 520-1800
joann.navarro@lamson.edu or TitleIXCoordinator@lamson.edu

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

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

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

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

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

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

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

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

JoAnn Navarro, Campus Director
5819 NW Loop 410, Suite 160
San Antonio, TX 78238
(210) 520-1800
joann.navarro@lamson.edu or TitleIXCoordinator@lamson.edu

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

Supportive Measures - Upon receiving a report, a formal complaint or notice of allegations of sexual harassment in an educational program or activity, the Title IX Coordinator will promptly respond to the Complainant/Alleged Victim to discuss the availability of supportive measures, consider his/her wishes with respect to the supportive measures and explain the process for filing a formal complaint. The School will maintain as confidential any supportive measures provided to the Complainant or Respondent, to the extent that maintaining such confidentiality would not impair the ability of the School to provide the supportive measures. The Title IX Coordinator is responsible for coordinating the effective implementation of supportive measures.

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

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

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

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

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

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

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

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

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

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

e. **INFORMAL RESOLUTION**

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

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

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

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

f. RETALIATION

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

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

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

g. CONFIDENTIALITY

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

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

h. CONFLICTS OF INTEREST

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

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

i. GRIEVANCE PROCESS

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

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

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

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

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

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

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

Role of Advisors -All parties may have an advisor of their choice to accompany them through the grievance process. A party's advisor may be, but is not required to be, an attorney. A party may have his or her advisor present at any meeting, interview, or other appearance the party is entitled to attend.

Advisors are expected refrain from interfering in the investigation and resolution of a formal complaint and are required to act ethically, with integrity, and in good faith throughout the grievance process. If the Title IX Coordinator, an investigator, hearing decision-maker, or other campus official determines that an advisor is acting in a manner intended to improperly disrupt or interfere with the grievance process, the advisor will receive a warning. Any subsequent attempt to disrupt or interfere with the grievance process will result in the advisor's immediate removal from the proceedings, and he or she will be barred from further participation in the Title IX grievance process. Unless the Title IX Coordinator, investigator, decision-maker, or other campus official determines that an advisor's misconduct is part of a party's deliberate attempt to disrupt or delay the grievance process, the proceedings will be suspended to allow a party to replace his or her advisor.

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

Consolidation of Formal Complaints - The School may consolidate formal complaints against more than one Respondent, or by more than one Complainant against one or more Respondents, or by one party against the other

party, where the allegations of sexual harassment arise out of the same facts or circumstances. Where the grievance process involves more than one Complainant or more than one Respondent, references in this policy to “party,” “Complainant,” or Respondent” include the plural, as applicable.

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

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

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

1. The definition of sexual harassment, as defined in this policy;
2. The scope of the School’s education programs and activities;
3. How to conduct an investigation pursuant to this policy;
4. How to serve impartially, including by avoiding prejudgment of the facts at issue, conflicts of interest, and bias;
5. Issues of relevance to create an investigative report that fairly summarizes the relevant evidence.

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

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

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

The School or the investigator may modify the list of allegations based on additional information learned during investigation. In that event, the parties will receive notice of a new allegation prior to the inclusion of a new allegation in an amended formal complaint.

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

At the conclusion of the investigation, the investigator will prepare an investigative report that fairly summarizes relevant evidence. The report will be simultaneously provided to all parties and their advisors at least ten (10) Business Days prior to the hearing, if a hearing is required. The parties may submit a written response to the investigative report for consideration by the hearing decision-maker. However, a response to the investigative report must be received by the Title IX Coordinator no later than five (5) Business Days before the hearing.

Responses received after that deadline will not be considered by the hearing decision-maker. The Title IX Coordinator will simultaneously provide all submitted written responses to the parties at least three (3) Business Days before the hearing.

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

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

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

Live Hearing - *Decision-Maker:*

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

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

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

Live Hearing - *Time and Location:*

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

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

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

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

Live Hearing - *Hearing Procedure:*

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

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

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

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

If Respondent intends to introduce evidence of the Complainant's past sexual behavior, Respondent must provide notice to the Title IX Coordinator and decision-maker at least five (5) Business Days in advance of the hearing accompanied by a written motion that specifically describes the evidence and states the purpose for which it is to be offered. The Title IX Coordinator will provide a copy of the notice and motion to the Complainant. Before admitting evidence under this rule, the decision-maker must conduct an in-camera hearing on the motion and give the parties a right to attend and be heard, through their advisors. The motion, related materials, and the record of the motion hearing must be and remain confidential. All evidence provided to the parties prior the investigator's completion of the investigative report will be available at the hearing. Each party may refer to such evidence during the hearing, including for purposes of asking questions to other parties or witnesses.

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

Effect on Non-Participation - If a party or witness does not submit to questions at the hearing, the decision-maker cannot draw an inference about the determination regarding responsibility based solely on a party's or witness's absence from the hearing or refusal to answer questions.

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

Determining Responsibility:

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

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

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

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

Appeal

Both the Complainant and the Respondent may appeal the determination regarding responsibility, the dismissal of any allegation(s) of a formal complaint, and/or sanctions. All appeals will be decided by a decision-maker appointed by the School, who cannot be the same person who rendered a determination at the hearing or presided over the hearing. Once the decision-maker issues his/her written determination on the results of the appeal, all matters are considered final and no further appeals will be considered.

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

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

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

fell below an objective standard of reasonableness,” ... and (2) that any such deficiency was “prejudicial to the party.”

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

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

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

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

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

D. Disciplinary Options

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

Remedies: As determined appropriate by the decision-maker from the live hearing, substantiated accusations of sexual violence or sexual harassment may result in remedies for the complainant in addition to or in lieu of disciplinary action for the respondent. Remedies are intended to restore or preserve equal access to Lamson’s education program or activity, and include the same individualized services described as supportive measures under the Role of the Title IX Coordinator earlier in this Report, such as changes to classes, attendance times, parking arrangements, and/or externship locations where applicable, restrictions on contact, as well as extensions of time or other course related adjustments. However, remedies need not be non-disciplinary or non-punitive and need not avoid burdening the respondent.

Complaint Record and Notice of Outcome: All proceedings and records will be confidential to the extent permitted by law. However, both parties will be notified concurrently in writing about the outcome of the complaint by the decision-maker from the live hearing, who may use the Title IX Coordinator or another designee to facilitate delivery of the decision. Memoranda describing a reprimand will be placed into the files of any student or employee in the event disciplinary action is taken against one of the parties. If applicable, and at the request of the individual alleged to have caused the grievance, a memorandum recognizing a finding of non-harassment or nondiscrimination will be placed into the file of the student or employee.

E. Education and Training

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

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

Lamson educates the student community about this policy, sexual violence prevention programs and related school policies during all group orientations held for new students upon the onset of a class. The Title IX Coordinator and persons appointed by the CEO who may serve as investigators, or as decision-makers in a live hearing procedure, will receive annual training on issues related to sexual violence. The Title IX Coordinator or his or her designee is responsible for training current students and all school faculty and staff about Lamson's Title IX policies and conducting the new student training.

F. Bystander Intervention and Risk Reduction

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

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

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

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

Distract: Another strategy is to interrupt the situation without direct confrontation by providing a distraction. Cut off the conversation with a diversion: you're about to leave the party, would the potential

victim like a ride? Or, we're about to order pizza do you want any? Or just say that you or someone else needs to speak to the potential victim urgently.

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

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

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

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

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

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

G. Additional Information

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

Inquiries about the application of Title IX Regulations of the Department of Education may be referred to the School's Title IX Coordinator or the Assistant Secretary of the Department of Education, or both.

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

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

X. POLICY STATEMENT ADDRESSING SEX OFFENDER REGISTRATION INFORMATION.

The local Police Department provides a link to the Texas Sex Offender Registry. Lamson is required to inform students and employees about where law enforcement information provided by a State concerning registered sex offenders may be obtained. The law also requires sex offenders already required to register in a State to provide notice to each institution of higher education in that State at which the person is employed, carries a vocation, or is a student. In Texas, information about convicted sex offenders is available at <https://records.txdps.state.tx.us/SexOffender/>.

XI. CLERY ACT CRIME REPORT STATISTICS

LAMSON INSTITUTE – San Antonio, TX Campus

(Note: Statistics below include information on incidents, arrests and referrals obtained from reports by local law enforcement which, consequently, may not have involved any student and/or employee associated with the campus.)

OFFENSE	PROPERTY	2020	2021	2022
Murder and Non-Negligent Manslaughter	On-Campus Property	0	0	0
	Public Property	0	0	0
Negligent Manslaughter	On-Campus Property	0	0	0
	Public Property	0	0	0
Rape	On-Campus Property	0	0	0
	Public Property	0	0	0
Fondling	On-Campus Property	0	0	0
	Public Property	0	0	0
Incest	On-Campus Property	0	0	0
	Public Property	0	0	0
Statutory Rape	On-Campus Property	0	0	0
	Public Property	0	0	0
Robbery	On-Campus Property	0	1	0
	Public Property	0	0	0
Aggravated Assault	On-Campus Property	0	1	0
	Public Property	0	0	0
Burglary	On-Campus Property	0	0	0
	Public Property	0	0	0
Motor Vehicle Theft	On-Campus Property	0	7	9
	Public Property	0	0	0
Arson	On-Campus Property	0	0	0
	Public Property	0	0	0
VAWA Offense: Domestic Violence	On-Campus Property	0	0	0
	Public Property	0	0	0

VAWA Offense: Dating Violence	On-Campus Property	0	0	0
	Public Property	0	0	0
VAWA Offense: Stalking	On-Campus Property	0	0	0
	Public Property	0	0	0
Hate Crimes: Related to any of the above listed crimes, and/or involving simple assault, larceny-theft, intimidation or destruction/damage/vandalism of property, within one/more of the following bias categories: race, gender, gender identity, religion, sexual orientation, ethnicity, national origin, or disability	On-Campus Property	0	0	0
	Public Property	0	0	0
Arrests: Weapons: Carrying, Possessing, etc.	On-Campus Property	0	0	0
	Public Property	0	0	1
Disciplinary Referrals: Weapons: Carrying, Possessing, etc.	On-Campus Property	0	0	0
	Public Property	0	0	0
Arrests: Drug Abuse Violations	On-Campus Property	1	0	0
	Public Property	0	0	3
Disciplinary Referrals: Drug Abuse Violations	On-Campus Property	0	0	0
	Public Property	0	0	0
Arrests: Liquor Law Violations	On-Campus Property	0	0	0
	Public Property	0	0	0
Disciplinary Referrals: Liquor Law Violations	On-Campus Property	0	0	0
	Public Property	0	0	0
Unfounded Crimes	On-Campus Property + Public Property	0	0	0
Lamson Institute does not have any noncampus buildings controlled by a student organization officially recognized by the School.				

Schedule of Student Charges, Tuition and Fees

Modular Programs	Tuition	Reg. Fee	Books*	Uniforms	Supplies	Total
Lab Assistant, EKG Technician/Phlebotomist	\$15,500.00	\$40	\$340.00	\$50.00	\$610.00	\$16,540.00
Medical Assistant	\$14,750.00	\$40	\$244.00	\$50.00	\$706.00	\$15,790.00
Medical Biller/Coder/Office Assistant	\$14,040.00	\$40	\$655.00	\$50.00	\$805.00	\$15,590.00
Electrical Technician	\$15,650.00	\$50	\$320.00	\$200.00	\$980.00	\$17,200.00
Commercial Refrigeration, Heating and Air Conditioning	\$17,010.00	\$50	\$115.00	\$200.00	\$685.00	\$18,060.00
Personal Fitness Trainer	\$13,300.00	\$50	\$522.00	\$200.00	\$1,228.00	\$15,300.00

* Students have the option to opt-out of purchasing the books required for their program (as described on their program's Website Published Book List) from the school if they choose to purchase these items on their own. All remaining charges are mandatory charges associated with the program.

Term-Based Programs	Credit Units	Tuition (1)	Cost Per Credit Unit (1)	Reg. Fee	Books*	Uniforms	Supplies	Total
Cloud Computing and Cybersecurity Associate	74 semester credits	\$31,450.00	\$425.00	\$75	\$900.00	N/A	\$3,625.00	\$36,050.00
Vocational Nursing (2)	72.5 quarter credits	\$24,650.00	\$340.00	\$100	\$1,645.00	\$75.00	\$1,625.00	\$28,095.00

* Students have the option to opt-out of purchasing the books required for their program (as described on their program's Website Published Book List) from the school if they choose to purchase these items on their own. All remaining charges are mandatory charges associated with the program.

- (1) Total tuition for a given period of attendance is determined by multiplying the number of credit hours by the cost per credit unit. Total Program Cost does not reflect any subsequent tuition reductions for any transfer credit approved by Lamson.
- (2) Note: Students enrolling in this program must also pass the Test of Essential Academic Skills (TEAS) as well as a criminal background check and fingerprinting/drug screening as explained in the admissions section of this catalog. Fees for these procedures will be paid directly by the student to the testing entities. See Admissions Advisor for more details.

Estimate of Annual Indirect Costs While Attending Lamson

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

	Room & Board	Personal Expenses	Transportation	Total
Living Off Campus	\$11,172.00	\$2,868	\$8,460.00	\$22,500.00
Living with Parents	\$7,488.00	\$2,868	\$5,580.00	\$15,936.00

Faculty and Staff

JoAnn Q. Navarro	Campus Director
Veronica Paz	Director of Education
Nissa Wilson	Director of Career Services
Andrew Cardenas	Director of Financial Aid
Juan Laffaye	Director of Admissions
Polly-Anna Blake-Boyd	Director of Nursing
Yolanda Lopez	<i>Sr. Financial Aid Officer</i>
Sonia Gonzales	<i>Financial Aid Officer</i>
Yvonne Castro	Business Officer
Dan Martick	Registrar
Linda Parker	Receptionist
Angelina Rocha	Receptionist
Melba Martinez	Job Placement Coordinator
Anna Zapata	Externship Coordinator
John Aguilar	Cloud Computing & Cybersecurity Sr. Instructor
Trevor Carvalho	Vocational Nurse Adjunct Instructor
Frances Flores	<i>Vocational Nurse Instructor</i>
Amanda French	Vocational Nurse Adjunct Instructor
Monica Siggers	<i>Vocational Nurse Adjunct Instructor</i>
John Williams	<i>Vocational Nurse Instructor</i>
Theresa Yantis	<i>Vocational Nurse Instructor</i>
Rochelle Parker	Allied Health Program Chair/Instructor
LaSheena Brunson	Allied Health Adjunct Instructor/ VN Clinical Instructor
Kejin Dorsett	Allied Health Instructor
Maria Galbraith	Allied Health Adjunct Instructor
Matthew Hernandez	Allied Health Adjunct Instructor
Dioraycy Santillan	Allied Health Part-time Instructor
Sandra Walsh	Allied Health Part-time Instructor
Miguel Rico	Medical Billing Coding Instructor
Richard Gamboa	Electrical Program Chair/Instructor
Scott Carney	Electrical Lab Assistant
Alberto Jimenez	Electrical Part-time Lab Instructor
David Leza	Electrical Instructor
Rene Reyes	Tool Crib Attendant
Chris Sandoval	HVAC-R Program Chair/Instructor
Martin Brewer	HVAC-R Instructor
Jerry Daywood	HVAC-R Adjunct Instructor
Juan Gonzales	HVAC-R Instructor
Kevin Khanlar	HVAC-R-Instructor
Jack Overman	HVAC-R Adjunct Instructor
Patrick Watson	HVAC-R Adjunct Instructor
James Sedillo	HVAC-R Adjunct Instructor
Yvonne Carrasco	Admissions Representative
Diana Eberiga	Admissions Representative
Angelina Martinez	Admissions Representative
Aurora Molina	Admissions Representative
Viviana Trevino	Admissions Representative

You may contact staff at: (210) 520-1800 or 5819 N.W. Loop 410, Suite 160, San Antonio, TX 78238

EDUCATION DEPARTMENT

JoAnn Q. Navarro, Campus Director

Ms. Navarro has been the Campus Director of Lamson Institute for over five years. She holds a Bachelor's Degree in Education with a minor in Business Administration from Wayland Baptist University. Ms. Navarro has over 25 years of experience in education, with roles in admissions, campus and regional administration, and campus leadership. Her previous positions include Regional Director of Admission for Concord Career College and Campus President at the Everest Institute in San Antonio, TX.

Polly Anna Blake-Boyd, Director of Nursing

Ms. Polly Anna Blake-Boyd has a Master of Science degree in nursing, a Bachelor of Sciences in Nursing and is certified in Operating Room Techniques, Advanced Cardiovascular Life Support, Basic Life Support, and NIHSS Certification. Ms. Blake-Boyd has been a nurse for several years. Ms. Blake-Boyd has several years' experience working as a preceptor training student nurses. As the director of nursing works with students during clinical rotations and collaborates with Nursing managers to organize and ensure students have effective learning experiences. She provides supervision and effective leadership to unite and guide nursing students towards achieving patient care goals.

Trevor Carvalho, Vocational Nursing Instructor (Adjunct)

Mr. Carvalho began his nursing career as a nurse's assistant before he became and worked as a licensed vocational nurse for 10 years. Mr. Carvalho went back to school and became RN (Registered Nurse), earning an associate degree in nursing (ADN). He is living proof that If life teaches us anything, it is that learning is lifelong. Mr. Carvalho went on to earn a BSN, followed by a master's degree in Nursing Education. He has worked in Cardiology/Telemetry, Rehab, Oncology, and ICU prior to becoming an educator. Today he is giving back to the profession by training and educating nursing students. Lamson Institute is fortunate to have Mr. Carvalho as part of the nursing faculty. On a personal note, Mr. Carvalho "loves music of many genres (has over 3,000 CDs), cooking, weightlifting, sampling wines of various regions, hiking, and camping...most of all, spending time with his family. His wife of 18 years is also a nursing educator with a master's degree and his 16-year-old daughter wants to become a forensic pathologist doctor.

Frances Flores, Vocational Nursing Instructor

Ms. Flores has 20 years of nursing experience; 8 years as a Licensed Vocational Nurse and 12 years as a Registered Nurse and has worked as Nursing Faculty for the past 4 years. She has practiced nursing in different specialties in hospital settings, Post-Operative, Telemetry, Post-Partum, Med-Surgical, Wound Care. She has also worked as a Nursing Faculty member for the past 4 years. In 2001, Ms. Flores earned an LVN at Health Institute in San Antonio, Texas. She then continued her education at University of Texas Health Science Center, earning a Bachelor of Science Degree in Nursing.

Amanda French, Vocational Nurse Instructor (Adjunct)

Ms. French is a 2005 graduate of Ozarka College in Melbourne, Arkansas, and a pending graduate of the MSN Nursing Informatics program at Western Governors University. Her clinical background consists of PCU/CVU/stepdown, pediatrics, and administration. Her two decades of bedside nursing uniquely prepared her to guide the next generation of nurses. Ms. French states she "has always enjoyed onboarding new nurses and orienting to them to new facilities, teaching has allowed [her] to take this passion to the next level. Her goal is to make student nurses superior providers of patient care and to mold them into the nurses that other nurses want to work alongside. On a more personal note, she is a mother, a wife, and a friend of all animals. On weekends she says she can be found browsing vintage stores or sampling my own tea blends.

Monica Siggers, Vocational Nurse Instructor (Adjunct)

Ms. Siggers has been a practicing RN and an instructor for Vocational Nursing programs for over 12 years. Her core competencies include Utilization Management, Medication Management, Nursing Education, Medicare/Medicaid Management, Patient Assessments, Productivity Regulation, Disease Management, Home Health Care. In She was the class president of her Vocational Nursing Student Association, and the class vice president of her LVN to ADN Mobility Program Student Nurse Organization. She is an excellent role model for Lamson Institute Vocational Nursing students.

John Williams, RN, Vocational Nurse Instructor

Prior to becoming an RN Mr. Williams had more than 20 years of practical experience as an LVN and worked in convalescent rehabilitation hospitals, mental health, home health and acute and primary care environments. He is well established in medication administration, treatments and administration of treatment procedures, and well-versed in all areas of immunizations, blood withdrawal, tracheotomy care, foley catheter insertion/removal and he is an experienced teacher and staff trainer.

Theresa Yantis RN, BSN, Vocational Nursing Instructor

Theresa Yantis graduated from nursing school in 1994 with a BSN degree. She also holds a bachelor's degree in Education with a Math minor and three master's degrees: Education Administration, Nursing Education, and Mathematics ("for the fun of it"). Ms. Yantis has worked primarily in orthopedic/geriatric settings and says that she loves working with the elderly. Ms. Yantis has taught high school Algebra I and II, and Vocational Nursing

classes since 2000. Ms. Yantis says “I have the heart of a teacher: my sole desire is to set [students] up for success. Ms. Yantis is married, has 3 miniature dachshunds, and is a tenor in her church choir.

John Aguilar, Cloud Computing & Cybersecurity Instructor

Mr. Aguilar is an information security practitioner with over 10 years of experience in the field. In addition, he has over 7 years of educational background and a proactive teaching pedagogy. John’s work experience comes from a background from the Department of Defense and Higher Education. His core educational mission is “showing respect and delivering inspiration”. John holds a master’s degree in education technology, a BS in Computer Science, along with several industry IT certifications.

Rochelle Parker, Allied Health Program Chair/Instructor

Ms. Rochelle Parker comes to Lamson Institute with many years of experience working in the healthcare field and a demonstrated history working in Higher Education. She began her career in healthcare as a Certified Medical Assistant and Certified Phlebotomist. She has worked at the Polly Ryan Hospital, Sadler Clinic, Reference Laboratories and at Gulf Coast Blood Center in Houston Texas. Ms. Parker is also a Certified Basic Life Support Instructor with experience in Management, Coaching, Classroom Management, and Curriculum Development. She enjoys meeting new people while helping them reach their goals in their healthcare field of choice.

LaSheena Brunson, Allied Health Adjunct Instructor/Clinical Instructor (VN)

Ms. Brunson brings over 14 years’ experience as a nurse and healthcare worker to Lamson Institute. She considers being a Nurse and healthcare worker a privilege. ‘[Her] education started at Central Carolina Technical College where she earned a Diploma in Practical Nursing in the year 2007. Continuing to pursue greater and higher goals, [she] completed her Bachelor of Health Science degree with a concentration in Health Education at Trident University International, being recognized for academic excellence by receiving Magna Cum Laude for her degree in education.’ Ms. Brunson states her “nursing profession has given [her] knowledge, skills, and abilities that range in many specialties to include but not limited to Geriatrics, Hospice, Pediatrics, School Nursing, Pre-op, Surgery, Travel Nursing, Nutrition, and [her] latest passion Teaching. It [her] hope that through [her] love for healthcare and compassion for people, that the example that [she] leads is the example [she] wants [her] students to take with them as they pursue their goals in healthcare. [Her] motto is, “Keeping compassion at the forefront of what drives you is what will make you successful in all that you do!”

Kejin Dorsett, Allied Health Instructor, Lab/EKG/Phlebotomy and Medical Assistant

Mr. Dorsett has over 35 years’ experience working in the medical field. He proudly served in the U.S. Army as a Combat Medical/EMT21 years. He worked for the Federal Government and Department of Defense for 10 years where he taught and was the SME/EMT/Combat Medic and Electronic Health Records. He attended several school’s courtesy the 9/11 G.I. Bill and is presently proudly employed as a Medical Assistant instructor with Lamson Institute for higher learning in San Antonio, TX.

Maria Galbraith, Allied Health Instructor (Adjunct)

Ms. Galbraith has been in the health care field for over 5 years working in various capacities. She was a lab instructor teaching lab/EKG/Phlebotomy student all aspects of phlebotomy, EKG and lab procedures. She has been a Medical Assistant working both in Pediatrics and Family Practice where she worked in both the front and back office.. Ms. Galbraith is a Certified Nurse Assistant, Certified Medical Assistant, Certified Patient Care Technician, Certified BLS Instructor with American Heart Association, and she is a Certified Test Proctor with NAHP.

Matthew Hernandez, Allied Health Instructor, Medical Assistant

Mr. Hernandez brings over 14 years of varied experience in healthcare to Lamson Institute students. At Cetero Research Mr. Hernandez performed phlebotomy procedures, prepared IV Kits, and performed bedside tests such as bleeding times and EKG’s. At San Antonio State Hospital in addition to performing phlebotomy procedures he was also a Psychiatric Technician, and at the Mays Cancer Center Mr. Hernandez worked as a Pharmacokinetic Sampling Department Technician/Associate, where he was responsible for preparing, processing, and shipping human specimens, as specified by protocol for clinical trials.

Dioraycy Santillan, Allied Health Instructor

Ms. Santillan’s experience includes working with Methodists Physicians, Visiting Physicians Association, Cardiology Clinics of San Antonio, and with Dr. Aamir Siddiqui where she has managed and updated electronic medical records, provided patient point of care, given immunizations and therapeutic injections, done EKG’s and Holter Monitors, and has assisted doctors in minor surgeries.

Sandra Walsh, Allied Health Instructor, approved to teach Medical Assistant and Lab/EKG/Phlebotomy

Ms. Walsh holds an Associate of Science/Major in Nursing, is a Certified Medical Assistant approved in CPR/AED/First Aid Certified Instructor with American Heart Association. Ms. Walsh has over 35 years' experience working in the health care field. Ms. Walsh has taught Medical Assistants, Medical Administrative Assistants, and LAB/Phlebotomy and EKG and CPR for over 10 years.

Miguel Rico, Medical Biller/Coder/Office Assistant/Allied Health Instructor

Mr. Rico holds a bachelor's degree from Southwest Texas State University. He joined in the United States Air force and retired in 1988. Mr. Rico has over 14 years of medical billing and coding, medical information management, health information technology and human resources. He has successfully taught his students over these many years and prepared his graduates to become successful in their new careers.

Richard Gamboa, Electrical Program Chair/Instructor

Mr. Gamboa brings over 38 years of experience in the electrical field. Mr. Gamboa is a licensed Master Electrician and a Certified OSHA 500 Trainer. He maintains knowledge of federal, state, and local electrical safety laws, rules ordinances, codes and regulations and has experience in residential, commercial and industrial wiring. Mr. Gamboa is also an owner/operator of his own Electrical company. He is a hands-on owner/contractor and brings that characteristic trait to his work as a Program Chair and as an instructor in the classroom.

Scott Carney, Electrical Lab Assistant

Mr. Carney is a graduate of the Lamson Institute Electrical Technician program. His experience includes being a Senior Military Instructor at the University of Rhode Island Army ROTC. He directed the administration and certification of 120 department cadre and oversaw the instruction of 105 students during classroom, off-site training and physical fitness across three universities. Mr. Carney was also a Personnel Supervisor and Human Resource Manager/First Sergeant where he advised the executive manager on all employee administration matters including the accountability of property valued in excess of \$110 Million.

David Leza, Electrical Technician Instructor

Mr. Leza brings a rich background to student's which includes troubleshooting, wiring of electrical components, quality assurance, lead aviation mechanic, welding custom fabrication and stainless-steel pipe, wiring high voltage, 3 phase circulation pumps, and AC installation and troubleshooting. He also has a long military background dating back to 1998. Mr. Leza deployed 2 out of 4 times to Afghanistan, deployed to Iraq 2 times. He is a Servant Leader.

Alberto Jimenez (AJ), Electrical Technician Instructor

Alberto Jimenez assists instructors in the lab. He has 4 years' experience working in the Electrical field for 4 years and is a proud Lamson Institute alumnus. His experience includes Residential electrical work with Turney Lighting & Electric, 4 years as a Superintendent for Stallion Oilfield Services where he oversaw, scheduled, and dispatched maintenance work for drivers, conducted training and regular safety meetings. He also worked with Nuverra Environmental Solutions as a Field and Disposal Supervisor supervising saltwater disposal and CDL drivers and conducted preventive maintenance on electrical equipment.

Chris Sandoval, HVAC Program Chair/Instructor

Mr. Sandoval is a Texas Disabled Veteran, and a highly motivated self-starter, that believes both effective communication and safety are two areas that are of the utmost importance to accomplish any job. He put himself through St. Phillips College and obtained college hours in the electrical field; for both the residential and commercial sectors, in San Antonio, Texas. He has several years' experience in the construction/HVAC field and is EPA Certified in

- 608 Universal
- 609 MVAC
- PM-Tech
- R-410A, IAQ (Indoor Air Quality), & Green

Martin Brewer, HVAC Instructor

Prior to joining Lamson Institute as an HVAC Instructor in September 2021, Mr. Brewer was the HVAC Lead Technician for Maintenance Engineers overseeing installations, service repairs, and preventive maintenance for residential and light commercial HVAC systems. He was also a Locksmith Technician and unlocked customer homes, vehicles business locations and rekeyed locks to different configurations. Mr. Brewer also worked as a telecommunications Technician installing Spectrum and DIRECTV residential cable/satellite television and highspeed internet systems.

Jerry Daywood, HVAC Adjunct Instructor

Mr. Daywood brings a rich history that includes over 30 years' experience working in the HVAC and Refrigeration industry. His background includes diagnosis and installation of mini-splits, roof top package units, and air handlers in hospital mechanical rooms, servicing repairs, working refrigeration; ice makers, and walk in coolers. His certifications in HVAC-R include:

- Journeyman license
- EPA Universal certification
- Registered Technician – Contractors License

Juan Gonzalez, HVAC instructor

Mr. Gonzalez is a San Antonio Native and a graduate of Holmes H.S. Mr. Gonzalez served 6 Honorable years in the US Marine Corps as a Criminal Investigator. Duty stations included Camp Lejeune, Camp Pendleton, and Zagreb Croatia. He graduated from HVAC School in 2011 and is experienced in Residential/Light Commercial. Positions held include Maintenance Service Tech, Comfort Consultant and Management positions. Hobbies include Volunteer Community Service Work, Traveling, and Fishing

Kevin Khanlar, HVAC Instructor

Mr. Khanlar takes pride in being a second-generation HVAC technician. Mr. Khanlar brings to Lamson Institute 25 years of experience in the HVAC industry. In addition to being an owner operator, he is also an HVAC/R Master Technician and is highly proficient in mechanical skills; aptitude, basic maintenance and repair, and management & leadership skills; planning and execution.

Jack Overman, HVAC-R Adjunct Instructor

Mr. Overman has over 10 years of experience working in the HVAC-R industry. He holds a contractor's license with TDLR and is owner and president of Service First Air Conditioning and Heating, a 24-hour emergency AC repair company in San Antonio.

James Sedillo, HVAC Program Instructor (Adjunct)

Mr. Sedillo has over 15 years of experience working for many large companies and sub-contracting in the HVAC-R field. He earned an AAS degree in Heating Ventilation Air Conditioning and Refrigeration from St. Philips College in San Antonio and holds the following HVAC certifications. Mr. Sedillo believes his passion for teaching was inherited from his father who was a high school teacher, and a college professor teaching HVAC-R. Mr. Sedillo is a retired veteran who proudly served 4 years with the US Marine Corps and 9 years with the US Army before receiving his honorable discharge.

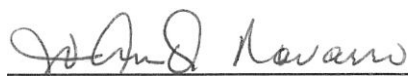
- Universal EPA (12 years),
- TDLR Certified Technician (11 years),
- Certified Master Educator – Heat Pumps through Esco Institute HVAC Excellence

Patrick Watson, HVAC Adjunct instructor

Mr. Watson has been a heating and air conditioning contractor for over 30 years in the San Antonio area. He successfully grew a thriving business providing services to both residential and commercial customers, and now shares his knowledge with Lamson Institute students. Lamson Institute is fortunate to have Mr. Watson on the HVAC teaching team.

Certification:

The information contained in this catalog is true and correct to the best of my knowledge.



JoAnn Q. Navarro, Campus Director