



LAURUS

COLLEGE



Effective January 1, 2026, to December 31, 2026

Volume 11.3

Contents

DISCLOSURES9

Laurus College Catalog9

Career Pathways and Employment Data Disclosure..... 10

Accreditation and Distance Education State Authorization..... 11

Welcome from the President..... 13

Mission 14

History of the College 14

Laurus College Governance 14

Laurus College, LLC Board of Directors 15

Laurus College Administration 15

Laurus College Institutional Goals 2025-2030..... 16

The Laurus Experience..... 16

The Laurus Course Experience 16

Serving Learners at Every Stage: A Purposefully Designed Model 17

On-Site Locations..... 17

Technical Requirements 19

Technical Considerations 19

Service Contacts 20

ADMISSION TRANSFER CREDIT AND REQUIREMENTS 21

General Admission Requirements 21

English Language Proficiency..... 21

International Students 22

Admission Process..... 23

Transfer Admissions 23

Special Admissions Categories 23

Admission Decisions 24

Statement of Academic Purpose 25

Transfer Credit Policy 25

Second Degree Policy: Waiver of General Education Requirements	27
Foreign Credential Evaluation Policy	29
Prior Learning and Assessment Policy	29
Transferability of Laurus College Credit	30
Program Changes / Additional Degrees	31
Program Tuition and Fees	31
Current Schedule of Charges	31
Cost of Attendance.....	33
Payment Schedule	34
ACADEMIC INFORMATION & POLICIES	35
Registration Process.....	35
Guidelines for Selecting Courses	35
Academic Calendar.....	36
Weekly Course Schedule	37
Holiday Schedule	37
Academic Year for Students Receiving Federal Student Aid	38
Credit Hour Definition.....	38
Participation and Substantive Interaction	39
Academic Engagement Monitoring	40
Student Identity Verification Policy	40
Identity Verification Methods	41
Student Responsibilities	41
Supportive Measures for Students	42
Compliance and Privacy	42
Policy Enforcement	42
Laurus College Late Assignments Policy.....	42
Academic Delivery Methods.....	43
100% Online Programs and Courses	43
Definition of a Term	43

Open Electives	44
Academic Early Intervention Program	44
Course Grades and Grading Policy	44
Incomplete (I) Grade Policy	45
Academic Overload	46
Procedures for Requesting an Academic Overload	47
Earning an Associate Degree While Enrolled in a Related Bachelor's Degree Program	47
Satisfactory Academic Progress	48
Calculation of Satisfactory Academic Progress	49
Maximum Timeframe	49
Evaluation Schedule	50
SAP Appeal Process	50
Academic Improvement Plan	51
Financial Aid Probation	51
SAP-Extended Enrollment Status	52
Reinstatement of Title IV	52
Grade Appeals Policy	54
Academic Renewal	55
Institutional Refund Policies	57
Student's Right to Cancel	57
Refund Policy	58
Student Rights under the Student Tuition Recovery Fund	60
Withdrawal Policy	62
Leave of Absence	63
STUDENT FINANCING	65
Financial Assistance	65
Federal Student Financial Aid	65
Loans	65
Verification	66

FSEOG	66
Federal Work Study (FWS).....	66
Textbooks	67
Employer Tuition Assistance	67
Vocational Rehabilitation.....	67
Veterans Programs	68
Veterans Education Benefits (Chapters 30, 33, 35, 1606)	69
Veterans Assistance and Loans (VA).....	70
Federal Student Aid (FSA) Programs	70
Return of Title IV Funds	71
STUDENT SUCCESS & ADVISING	74
Student Advocates	74
Academic Advising and Support Services	75
Teaching and Learning Center.....	75
Guided Pathway to a Future-Ready Career	76
Library and Learning Resource Center	77
Student Grievance Policy.....	77
Statement of Nondiscrimination	80
Title IX Sexual Harassment Policy.....	80
Harassment Grievance Procedures.....	80
Code of Conduct and Academic Integrity Policy.....	81
Academic Integrity Violations and Sanctions	82
Behavioral Misconduct	82
Behavioral Misconduct Violations and Sanctions.....	82
Investigation and Due Process	84
Reporting Misconduct.....	84
AI Usage Policy.....	84
External Regulations and Compliance.....	87
Netiquette Policy Guidelines for Online Interaction and Communication	88

Accommodations under the Americans with Disabilities Act	89
FAMILY EDUCATIONAL RIGHTS & PRIVACY ACT (FERPA)	92
Directory Information Policy.....	93
Privacy Policy	94
Student Records	96
Forwarding Email	96
Release of Educational Records.....	96
Dissemination of Information.....	97
GRADUATION HONORS AND DISTINCTIONS	98
Graduation Requirements	98
Degree Audit	98
Diplomas	98
Graduation Distinctions.....	99
Student Association Memberships and Clubs.....	99
GENERAL EDUCATION REQUIREMENTS.....	100
The Value of General Education at Laurus College	100
CERTIFICATE PROGRAMS*	102
VIBE Coding	102
Program Outline	102
Hospitality Management.....	103
Program Outline.....	103
Agricultural Business Management Certificate	104
Program Outline.....	104
Casino & Gaming Management	105
Program Outline.....	105
Help Desk and Support.....	106
Program Outline.....	106
UNDERGRADUATE DEGREE PROGRAMS.....	107
Services for Students with Disabilities	107

Occupational Associate (O.A.) in Healthcare Management (previously named Medical Billing and Coding*)	108
Program Learning Outcomes:	108
Program Outline.....	108
Associate of Science (A.S.) in Audio Video Production.....	110
Program Learning Outcomes:	110
Program Outline	110
Associate of Science (A.S.) in Business Administration	112
Program Learning Outcomes:	112
Program Outline.....	112
Associate of Science (A.S.) in Cyber Security*	115
Program Learning Outcomes:	115
Program Outline.....	116
Associate of Science (A.S.) in Information Technology (previously Information Technologies and Network Systems*).....	117
Program Learning Outcomes:	117
Program Outline.....	118
Associate of Science (A.S.) in Visual Design and Multimedia	120
Program Learning Outcomes:	120
Program Outline.....	121
Associate of Science (A.S.) in Web Design	122
Program Learning Outcomes:	122
Program Outline.....	123
Bachelor of Science (B.S.) in Audio Video Production (previously Audio Production*)	124
Program Learning Outcomes:	124
Program Outline.....	124
Bachelor of Science (B.S.) in Business Administration (previously Business Systems Management*)	126
Program Learning Outcomes:	126
Program Outline.....	126

Bachelor of Science (B.S.) in Digital Arts and Computer Animation	130
Program Learning Outcomes:	130
Program Outline.....	131
Bachelor of Science (B.S.) in Information Technology (previously Information Technology Systems Management*)	132
Program Learning Outcomes:	132
Program Outline.....	133
Bachelor of Science in Web Design and Development.....	135
Program Learning Outcomes:	135
Program Outline.....	135
COURSE DESCRIPTIONS	137
Laurus College Faculty	186
Standard Occupational Classification Codes	191

DISCLOSURES

Laurus College Catalog

Disclosure Statement: This catalog contains a summary of the policies, rules, and procedures of Laurus College at the time of publication. As a prospective student, you are encouraged to review this catalog before signing an enrollment agreement. You are also encouraged to review the School Performance Fact Sheet, which must be provided to you before signing an enrollment agreement. Direct any questions not satisfactorily answered by the college regarding this catalog to:

California residents (and non-California residents enrolled via distance education):

The Bureau for Private Postsecondary Education
1747 North Market Blvd., Suite 225
Sacramento, CA 95834
www.bppe.ca.gov
toll free telephone (888) 370-7589 or fax (916) 263-1897

Nevada residents:

The Nevada Commission on Postsecondary Education
2800 E. St. Louis Avenue,
Las Vegas, NV 89104
www.cpe.nv.gov
Telephone: (702) 486-7330

Laurus College reserves the right to change any provisions of this catalog at any time and releases updates as needed. At a minimum, Laurus College will update this catalog on an annual basis on or before July 1st of the current year. Annual updates will have a change in primary volume number, such as from volume 6 to volume 7. Major updates will have a change in subordinate volume number, such as from volume 7.1 to volume 7.2. Laurus College will announce updates via email to all students and staff and through the Laurus College student portal at least 30 days in advance of publication.

Laurus College will publish all updates on the Laurus College website at www.lauruscollege.edu and in the catalog addendum. The college holds students to the catalog standards in effect when they enrolled, unless notified via email. Please direct any questions regarding the catalog or any addenda to the Registrar's office at registrar@lauruscollege.edu

Career Pathways and Employment Data Disclosure

Career Pathway Information: Laurus College degree programs align with Classification of Instructional Programs (CIP) codes that correspond to Standard Occupational Classification (SOC) codes published by the U.S. Department of Labor. Use of these codes is to help students understand potential career pathways and related industries that may correspond to their program of study. Please see each program page for the particular SOC codes that apply.

Laurus College draws career titles, salary ranges, and employment outlooks listed in this catalog or in other college materials from publicly available labor market information such as the U.S. Bureau of Labor Statistics (BLS), Occupational Employment and Wage Statistics (OEWS), and regional workforce data sources. These data represent averages for all workers in the occupation, not Laurus College graduates specifically.

Important Note: Laurus College provides this information solely for informational and educational purposes. The inclusion of career titles, average salaries, or employment outlooks does not:

- Guarantee that any student will obtain employment in a specific field or occupation,
- Ensure a particular salary level, job title, or employment outcome, or
- Represent that Laurus College maintains job placement relationships with specific employers.

Employment and Placement Reporting

In accordance with California Education Code § 94929.5(a) and Title 5, California Code of Regulations § 74112, Laurus College reports completion and placement data for programs designed to lead to, or that make claims related to, particular employment outcomes.

Because Laurus College offers degree programs that emphasize career-aligned education rather than direct job placement, the College does not provide or guarantee job placement services. However, Laurus does maintain records and publishes, as required by law, information about:

- Program completion rates;
- Graduate employment rates (if applicable and verifiable under BPPE methodology); and
- Publicly available wage data corresponding to relevant CIP/SOC codes.

Accreditation and Distance Education State Authorization

Prospective students who are considering enrollment in a distance education program offered by Laurus College and who reside outside of California or Nevada are strongly encouraged to review the State Authorization information available on the Laurus College website prior to enrollment.

Students who relocate to another state after enrolling are responsible for verifying that Laurus College is authorized to provide distance education in their new state of residence. State regulations governing distance education vary and are subject to change. Students must notify Laurus College within an appropriate timeframe following any changes in residency.

Upon notification of a student's relocation, Laurus College will contact the appropriate regulatory agency, if current authorization or exemption is not already in place, to determine whether the student may continue enrollment in the program. If the student relocates to a state in which Laurus College does not have authorization, the College will permit the student to continue enrollment for up to two academic terms from the date of notification.

If, within that timeframe, (a) the applicable state agency does not grant an exception of provide authorization, or (b) Laurus College is unable to obtain authorization in the student's new state of residence, the student will be administratively withdrawn from the program.

Accreditation

Laurus College is accredited by the Distance Education Accrediting Commission (DEAC). The Distance Education Accrediting Commission is listed by the U.S. Department of Education as a recognized accrediting agency and is recognized by the Council for Higher Education Accreditation (CHEA).

The Distance Education Accrediting Commission

1101 17th Street NW, Suite 808, Washington DC 20036

(202) 234-5100 | www.deac.org

Laurus College is recognized by the United States Department of Education to offer students enrolled in select programs Federal Student Financial Aid for those who qualify (see the "Student Funding" Section of this Catalog for the school's policies regarding financial assistance).

California

Laurus College is a private postsecondary institution approved to operate by the California Bureau for Private Postsecondary Education (BPPE). Approval to operate means the institution is compliant with the minimum standards contained in the California Private Postsecondary

Education Act of 2009 (as amended) and Division 7.5 of Title 5 of the California Code of Regulations.

Laurus College gained this approval in March 2006 and is formed under the laws of the State of California. Laurus College, formerly Atlas Computer Centers, received a Change of Ownership approval from the Bureau in March 2006. Atlas Computer Centers received its most recent approval to operate by the Bureau for Private Postsecondary and Vocational Education in October 2003 and has been in continuous operation since 1998. The new California Bureau for Private Postsecondary Education (BPPE), which became effective January 1, 2010, recognizes Laurus College.

Bureau for Private Postsecondary Education

1747 North Market Blvd., Suite 225, Sacramento CA 95834

toll free telephone (888) 370-7589 | www.bppe.ca.gov

The Office of Student Assistance and Relief is available to support prospective students, current students, or past students of private postsecondary educational institutions in making informed decisions, understanding their rights, and navigating available services and relief options. Prospective, current, or prior students may reach the office by calling (888) 370-7589, option #5, or by visiting www.osar.bppe.ca.gov

Nevada

Laurus College is a private postsecondary institution licensed to operate in the State of Nevada by the Nevada Commission on Postsecondary Education, 2800 E. Louis Avenue, Las Vegas NV 89104, 702.486.7330.

Note: The State of Nevada requires students to meet its requirement for study of the Nevada and U.S. constitutions. Laurus College's POL210 course fulfills this requirement.

Nevada Commission on Postsecondary Education

2800 E. Louis Avenue, Las Vegas NV 89104

(702) 486-7330 | <https://cpe.nv.gov>

Indiana

Laurus College is a private postsecondary institution authorized to operate in the State of Indiana by the Indiana Commission for Higher Education, Board for Proprietary Education, 101 West Ohio Street, Suite 300, Indianapolis, IN 46204-4206.

The Indiana Commission for Higher Education/The Indiana Board for Proprietary Education

101 West Ohio Street, Suite 300

Indianapolis, IN 46204-4206

Welcome from the President

Welcome to Laurus College.

Whether you are just starting your educational journey or returning to finish a goal that has been on your mind for years, I am truly glad you are here. You have chosen a college that is committed to doing things differently—not just as an institution, but as a community.

At Laurus, we believe education should prepare you for more than just a test; it should prepare you for a life of purpose and success. That belief is the foundation of our **VIP² Philosophy**. We strive to be **Visible, Immediate, Personal, and Proactive** because we know that you are more likely to succeed when you feel supported and seen. From your first day to your graduation, we are here to guide you through the challenges and celebrate the wins.

We also know you are here to build a career. That is why our classrooms are designed to look and feel like the professional world. Laurus helps you master the skills that employers truly value—like collaboration, reliability, and leadership. We don't just want you to know the material; we want you to have the confidence to step into your future and thrive.

We are honored to be part of your story. We believe in the future you are building, and we are right here in your corner to help you make it a reality.

Sincerely,

A handwritten signature in black ink that reads "Jeff Redmond". The script is fluid and cursive, with the first letters of "Jeff" and "Redmond" being capitalized and prominent.

Jeff Redmond

President, Laurus College

Mission

Laurus College is committed to providing a guided pathway within its local and distance education communities by offering high quality, flexible, future ready programs aligned with employability skills for the job market.

History of the College

Laurus derives from a Latin word meaning “success.” We at Laurus College strive to make our learning environment a place where caring and excellence thrives. The name of our college signifies our commitment to our goal of success for students and serves as a reminder of our most important mission, a quality education, and quality experience.

Laurus College is a private postsecondary institution and is a wholly owned subsidiary of Laurus College, LLC. Laurus College, LLC helped develop this college to offer a quality education and experience for students seeking a unique college experience. Founded in 2006, Laurus College, LLC opened its first campuses in the state of California comprised of a Main Campus in San Luis Obispo and Satellite Locations in Atascadero and Santa Maria. All three locations were formerly known as Atlas Computer Centers and established in 1998. In July 2011, the College opened its fourth location in Oxnard, CA, its fifth location in Las Vegas, NV in February 2020, and in October 2021, the College opened its sixth location in Chula Vista, CA.

Laurus College, LLC is a wholly owned subsidiary of Qe2 Systems, Inc., a Michigan corporation incorporated in 2004. Neither this institution nor its parent company Qe2 Systems, Inc. have a pending petition in bankruptcy, are operating as a debtor in possession, have filed a petition within the preceding five years, or have had a petition in bankruptcy filed against it within the preceding five years that resulted in reorganization under Chapter 11 of the United States Bankruptcy Code.

Laurus College Governance

College governance refers to the framework of rules, practices, and processes that direct and control a college. It involves the mechanisms through which the institution's objectives are set and pursued, encompassing every aspect of the college's operation, including academic affairs, financial management, and strategic planning.

Laurus College operates under a structured governance model that balances family leadership with independent oversight to ensure institutional accountability, financial stewardship, and compliance with accreditation and regulatory standards. Laurus College, LLC (founded 2006) is a wholly owned subsidiary of Qe2 Systems, Inc., (incorporated 2004) a Michigan Corporation. Laurus College and its initial in-residence facilities were formerly Atlas Training Centers

(Atascadero, San Luis Obispo, and Santa Maria, CA), and over its almost twenty-year history, expanded to locations in Oxnard, CA, Las Vegas, NV and Chula Vista, CA.

The Board of Directors provides strategic oversight, approves the annual budget, and reviews institutional effectiveness metrics.

While the Board provides high-level guidance, the President, and Senior Executive & Administrative Leadership Team (SEAL) manage the daily functions of the College.

This governance structure supports strategic growth, student-centered decision-making, and operational independence while maintaining the integrity and long-term sustainability of Laurus College.

Laurus College, LLC Board of Directors

James E. Redmond, Chairman

Jeffrey T. Redmond, Vice Chair

Brent Green

Steve Johnson

Renee Silvers

Lisa McClain, Treasurer (non-voting)

Leo Craven, Secretary (non-voting)

Laurus College Administration

Jeffrey T. Redmond, President

Lisa McClain, Chief Financial Officer (CFO)

Dr. Niccole Kopit, Chief Academic Officer (CAO)

Leo Craven, Chief of Staff (COS)

Cecilia Mortela, Chief Partnerships Officer (CPO)

Ryan Green, Chief Information Officer (CIO)

Susana Guerrero, Vice President (VP) Community Pathways to Education

Chris Koehler, Vice President (VP) Strategic Innovation & Design

Russell Perkins, Vice President (VP) Institutional Operations

Timothy Redmond, Vice President (VP) Student Financial Operations

Ana Gelotti, Director Human Resources

At Laurus College, our faculty are the heart of our commitment to providing relevant, real-world education. Our instructors are not only highly qualified and credentialed academics but also actively working practitioners in their respective fields. This blend of expertise ensures that your learning experience is both academically rigorous and directly applicable to today's industry demands. Please see page 184 for the full listing of active faculty members at Laurus College.

Laurus College Institutional Goals 2025-2030

1. Reimagine the Laurus College Experience
2. Implement Diversified Growth & Sustainability Strategies
3. Enhance Curriculum & Workforce Alignment
4. Improve Infrastructure, Systems, and Operations
5. Expand Access & Deepen Community Reach

The Laurus Experience

At Laurus College, we honor each person's inherent greatness by helping them realize their full potential. Our greatest purpose is to provide students with real-world applications so that they begin to believe, come to know with certainty, and demonstrate to the world their capacity for greatness in both career and personal life.

Entrepreneurial vision and honorable values are the foundation of Laurus College, with industry practitioners and education scientists leading us. From data and experience, we know that no one can be work-ready, until they are self-ready. We embed and thread this truth into every program offering and in doing so, exponentially, and consistently grow students' capacity for excellence. And our students do not go alone. We are right there alongside them, every step of the way, from admission to graduation and beyond... because learning must be a lifetime endeavor and by imbuing that mindset, we position our students to thrive.

The Laurus Course Experience

Laurus College's courses provide a dynamic mix of in-person, synchronous, and online learning, offering unmatched flexibility. This format particularly benefits adult learners balancing work, family, and other responsibilities. All course materials are readily accessible online, ensuring convenient learning from anywhere.

Grounded in learning science, Laurus integrates key principles such as retrieval practice, spaced repetition, and active learning. Interactive elements, including discussion boards, quizzes, and course projects, enhance engagement while aligning with proven teaching strategies and resubmission where appropriate.

Additionally, the courses taught at Laurus College accommodate varied learning paces and cultivate a strong sense of community, regardless of location. This inclusive approach ensures that students, including those with work or family obligations, can maintain continuous engagement. The flexibility to transition between modalities minimizes disruptions due to unforeseen circumstances, making Laurus College a valuable option for both learners and employers seeking workforce development.

Serving Learners at Every Stage: A Purposefully Designed Model

At Laurus College, we have built a learning model that works for both traditional college students and adult learners, not by attempting a one-size-fits-all approach, but by deliberately designing an educational experience that adapts to the learner, rather than forcing the learner to adapt to it. The result? A personalized, flexible, career-driven education that meets students where they are regardless of their starting point.

For recent high school graduates, our model provides the necessary structure, career alignment, and applied learning opportunities that traditional community colleges and four-year universities often lack. Many students enter college not just for a degree, but to gain a clear pathway to employment—and our curriculum ensures that from day one, students understand how their education translates into real career opportunities.

For adult learners, our flexible model, career-aligned curriculum, and credit for prior learning (CPL) enable them to progress efficiently while balancing work and family obligations. We design our courses with real-world application in mind, allowing adult learners to immediately implement what they learn in their current jobs or industries.

On-Site Locations

1. Laurus College operates several on-site locations which feature instructor workstations, administrative offices, and computer labs. All on-site locations operated by Laurus College are modern, well lit, air-conditioned, clean, and safe. The extensive Laurus College Safety Policy is located on the college website here: <https://lauruscollege.edu/campus-safety/>
2. Computer workstations located at each on-site facility are internet connected and equipped with all software and peripherals students will need to login to their scheduled class and access the virtual classroom. Students may also bring their school-issued laptops onsite and use the College's high-speed internet connection.
3. While onsite, students will have access to a range of residential services, though not all services are available in person at every campus location. Laurus College delivers some services virtually, while offering others physically onsite. During their time onsite, Laurus College staff will direct students to the available residential services, which include academic advising with Department of Student Success & Advising team members, career

advising, graduate placement assistance, and community outreach activities. Students also have access to printers and copy machines at each location.

Individuals can contact the college at (805) 267-1690 or visit the website at www.lauruscollege.edu for more information.

On-Site Campus	Address and Phone	Standard Operating Hours During Active Terms
Atascadero	8693 El Camino Real Atascadero, CA 93422 (805) 267-1690	Monday – Thursday 8AM – 5PM Friday 9AM – 4PM
Chula Vista	2300 Boswell Rd., Suite 170, Chula Vista, CA 91914 (619) 393-1300	Monday – Thursday 8AM – 10PM Friday 9AM – 4PM
Las Vegas	8965 S Eastern Ave, Suite 280 Las Vegas, NV 89123 (725) 214-9983	Monday – Thursday 8AM – 10PM Friday 9AM – 4PM
Oxnard	2351 Lockwood Street Oxnard, CA 93036 (805) 267-1690	Monday – Thursday 8AM – 10PM Friday 9AM – 4PM
San Luis Obispo	81 Higuera Street, Suite 110 San Luis Obispo, CA 93401 (805) 267-1690	Monday – Thursday 8AM – 5PM Friday 9AM – 4PM
Santa Maria	411 East Betteravia Road, Suite 100-B, Santa Maria, CA (805) 267-1690	Monday – Thursday 8AM – 5PM Friday 9AM – 4PM
Santa Maria Administrative Offices	421 East Betteravia Road, Suite 100 Santa Maria, CA (805) 267-1690	Monday – Thursday 8AM – 5PM Friday 9AM – 4PM

Accommodations can be provided for students wishing to access residential services and/or attend classes from an on-site location outside its operating hours (Monday through Thursday) by contacting the Department of Student Success & Advising at studentservices@lauruscollege.edu or by calling (805) 267-1690.

Access to the Student Portal (<https://mylaurus.lauruscollege.edu>) is available 24 hours a day, 7 days a week. Technical assistance is available Monday through Thursday from 8 a.m. to 8 p.m. and Friday from 9 a.m. to 4 p.m. Pacific time.

Technical Requirements

Students must have a minimum Internet connection of 5 Mbps (Megabits-Per-Second). Laurus College recommend 25 Mbps for students to participate in distance education. Students must also have a workstation that meets the following minimum requirements:

- An Intel i5 or i7 (AVP/AP) processor or compatible
- 8G RAM (16GB for IT and AVP/AP)
- 50GB free space on the hard drive (100GB)
- Open GL graphics card (VDM/DACA only)
- 3-button mouse
- Keyboard
- Video display (monitor)
- Windows 10 OS
- IE v10 or higher or Chrome browser
- Webcam
- 1 Available USB port for a headset (Laurus College supplied)

All student computer workstations located at on-site locations meet or exceed the above specifications. Laurus College provides students enrolled in a degree program with a laptop computer that meets the specifications stated above as part of their equipment package.

Important Note: While Laurus College designs courses to be mobile-friendly, including features like talk-to-text, it is important to note that students should not rely exclusively on their phones for completing coursework, including the first term. A laptop, desktop computer, or an equally appropriate device is essential for meeting the course requirements and learning expectations.

Additionally, please be aware that students must meet specific requirements based on the program and funding source before a laptop is issued.

Technical Considerations

Laurus College provides laptops to ensure all students have access to the tools they need to succeed. However, certain programs, such as Audio Video Production (AVP) or Digital Arts and Computer Animation (DACA), may have additional technical requirements. Students who choose to use their own devices alongside the college-provided laptop should ensure their personal computers meet the specifications required for their enrolled program.

These program-specific technical requirements include hardware, software, and peripheral compatibility to support the specialized demands of these fields. For more details, please refer to the Technical Requirements Section of the Student Handbook.

Service Contacts

Service Type	Description of Services	Contact Information	Availability
ADA Accommodations Requests	Department of Student Success & Advising	accommodations@lauruscollege.edu (805) 267-1690	Monday-Thursday: 8AM-7PM; Friday: 9AM-4PM
Admissions		admissions@lauruscollege.edu (805) 267-1690	Monday-Thursday: 8AM-7PM; Friday: 9AM-4PM
On-Site (Campus) Services	Request for an extended hours session at a specific campus	studentservices@lauruscollege.edu (805) 267-1690	Monday through Thursday
IT Support	Technical assistance	support@lauruscollege.edu (805) 267-0622	Monday-Thursday: 8AM-8PM; Friday: 9AM-4PM
Registrar / Student Records	Laurus Transcript Requests, Scheduling	registrar@lauruscollege.edu	Monday-Thursday: 8AM-5PM; Friday: 9AM-4PM
Student Financial Services	Financial Aid, VA Benefits	fa@lauruscollege.edu	Monday-Thursday: 8AM-5PM; Friday: 9AM-4PM
Student Portal	Access the MyLaurus Portal (MLP)	https://mylaurus.lauruscollege.edu	24/7
Transcripts	Submission of College Transcripts for Transfer Credit Evaluation	transcripts@lauruscollege.edu	Monday-Thursday: 8AM-5PM; Friday: 9AM-4PM

ADMISSION TRANSFER CREDIT AND REQUIREMENTS

General Admission Requirements

Laurus College is committed to providing access to higher education for individuals who demonstrate the academic ability to succeed in a college environment.

Prospective students must have evidence of a high school diploma, or its equivalent. When documentation of high school completion is unavailable and no information is available from another source such as the school district or state department of education, a student may provide alternative documentation, such as a military DD Form 214 Certificate of Release or Discharge from Active Duty that indicates that the student is a regular high school graduate or equivalent.

An appropriate third-party will evaluate and translate into English (if applicable) any non-U.S. issued documents at an additional cost to the prospective student. Laurus College will waive this additional cost for applicants who are either active or retired members of the U.S. military. Laurus College does not accept Ability-to-Benefit (ATB) students.

Prospective students must also demonstrate the ability to be successful in an online learning environment; and meet the technology requirements for participation in the program. Laurus College conducts a preliminary assessment of the student's system capabilities and of the student's ability to succeed in a distance education environment by way of their participation in an admissions interview using the same technology platform through which Laurus College delivers courses.

In compliance with Civil Rights Legislation, Laurus College admits students without regard to race, gender, sexual orientation, national origin, ancestry, religion, creed, marital status, color, age, disability, or any other factor prohibited by law. Laurus College does not discriminate in its educational programs, placement procedures, or employment practices.

English Language Proficiency

Applicants with secondary or previous education in a foreign country must demonstrate English language proficiency. Applicants may demonstrate proficiency by submission of an acceptable passing score on an English Language Proficiency Examination, or proof that the language of instruction for the secondary or postsecondary credentialing institution was English. Laurus College may complete transcript evaluations on unofficial transcripts; however, Laurus College must receive and verify official documentation before admission may be granted, and the applicant may enroll.

A minimum total score of 57 on the paper-delivered Test of English as a Foreign Language (TOEFL PBT), or 61 on the Internet Based Test (iBT); 6.0 on the International English Language Test (IELTS); 44 on the Pearson Test of English Academic Score Report; 95 on the Duolingo English Test; or 53 on the 4-skill Michigan English Test (MET), or 650/LP on the Michigan Examination for the Certificate of Competency in English (ECCE), or 650/LP on the Michigan Examination for the Certificate of Proficiency in English (ECPE), or 785 on the Test of English for International Communication (TOEIC).

International Students

Prospective students whose native language is not English and who have not earned a degree from an appropriately accredited institution where English is the principal language of instruction must demonstrate college-level proficiency in English for admission. For an undergraduate degree, a minimum score of 57 on the paper-based Test of English as a Foreign Language (TOEFL PBT), or 61 on the Internet Based Test (iBT), a 6.0 on the International English Language Test (IELTS), or 44 on the Pearson Test of English Academic Score Report.

For any academic credits earned at an international institution that the student wants to have considered for transfer credit, the student needs to have official transcripts fully translated into the English equivalent and sent directly to the school for evaluation. A company approved by, but not affiliated with Laurus College, will complete the translation of transcripts.

Please note: Laurus College does not offer English as a Second Language (ESL) coursework. Students are required to have proficiency in English as all educational instruction is presented in English. Laurus College does not offer visa services.

F-1 Visa Seeking (On-Site) Students

Students attending Laurus College on an F-1 Student Visa must enroll in courses at an on-site location and physically attend all classes there. On-site students, including those on an F-1 Visa, will receive additional onsite support, which may include guest lectures, supplemental lab activities, and access to other resources. These support services are available to any student attending classes in residence or via the virtual classroom.

The F-1 Visa requires students to take all final examinations onsite at an on-site location to comply with their visa requirements.

Laurus College will verify that the applicant meets minimum technology requirements during the Operating System (OS) Orientation using remote system verification software. During this orientation, students will demonstrate competency with navigating and using the various technology platforms within the Learning Management System (LMS).

Admission Process

To apply for admission into Laurus College, prospective students should start by contacting the college to schedule an appointment with an admissions representative. All prospective students must complete a personal interview with one of the school's admissions representatives and submit an application. The Registrar and Evaluations Team are responsible for determining if an applicant has met all admission requirements of the catalog.

The Registrar must receive all official transcripts from prior institutions of higher education before the end of the student's first term of enrollment.

Laurus College will notify the prospective student in writing if they do not meet the admissions criteria.

Before courses start, prospective students will meet with an Academic Excellence Specialist (AES) and Information Technology (IT) to complete academic excellence and online support workshops. Accepted students will attend the New Student Orientation before courses start. Students who are military veterans will take a specific orientation geared for their success.

Laurus College requires prospective students wishing to use federal financial aid to meet with Student Financial Services to discuss funding options.

Transfer Admissions

Laurus College welcomes transfer students who have completed postsecondary coursework at other accredited institutions. The following conditions apply for transfer admissions:

- Students must have a cumulative GPA of 2.0 or higher on all transferable college-level coursework.
- A maximum of 75% of required credits may be transferred into a bachelor's program, and a maximum of 50% of required credits may be transferred into an associate program.
- Transferrable courses must have a grade of "C-" or "70%" or better.

Special Admissions Categories

International Students: International students must meet the same admissions criteria as domestic students, in addition to providing documentation for visa status and proof of English proficiency.

Returning Students: Prior students who have been away from Laurus College for more than one academic year must reapply for admission and provide updated transcripts and documentation if applicable.

Veterans and Active-Duty Military: Laurus College honors the service of veterans and active-duty military members. These applicants must submit military transcripts (such as the Joint Services Transcript) and all previous college coursework for evaluation of academic credit. The college also accepts CLEP and DSST exam results for college credit.

Non-Degree Seeking Students: Students who wish to take courses without pursuing a degree must submit an application and proof of high school graduation or its equivalent. Laurus College limits non-degree seeking students in the number of credits they may complete without enrolling in a degree program.

Admission Decisions

Laurus College reviews all applications on a rolling basis. Applicants receive admission decisions once Laurus College receives and evaluates all required materials. Laurus College reserves the right to deny admission to any applicant who does not meet the stated admission requirements or whose academic record does not indicate a likelihood of success in the program.

Provisional Admittance Policy

Laurus College may grant Provisional Admittance to applicants who meet all substantive admission criteria but have not yet submitted final documentation confirming their high school completion. This status allows a student to begin their studies and enroll in courses while the College awaits the required documentation.

Students admitted provisionally can enroll for a maximum of five (5) quarter credit hours. To transition to Full Admittance, the student must provide one of the following forms of Proof of High School Completion before exceeding this limit:

- A copy of a high school diploma or high school transcript with graduation date.
- A copy of a General Educational Development (GED) certificate or state-equivalent credential.
- An official transcript from an accredited college or university confirming the award of an associate degree or higher.

When documentation of high school completion is unavailable and no information is available from another source such as the school district or state department of education, a student may provide alternative documentation, such as a Joint Services Transcript (JST), military DD Form 214 Certificate of Release, or Discharge from Active Duty that indicates that the student is a regular high school graduate or equivalent.

Failure to provide verifiable documentation before exceeding the five-quarter-credit-hour limit will result in the rescinding of student's admittance and their administrative withdrawal from the College.

Laurus College strongly encourages students to submit all required documentation as soon as possible to secure their Full Admittance status.

Statement of Academic Purpose

Laurus College expects every student to pursue their education at this College for a valid academic purpose. We consider a student who exhibits the following characteristics not to be pursuing their educational program for a valid academic purpose.

- Student has earned a CGPA at or below 2.0 for undergraduate.
- Student demonstrates overzealous behaviors toward Laurus employees.
- Student purposely avoids participating in proctored examinations.
- Has a pattern of limited, superficial, or no participation in courses to meet the learning objectives of the course.

Any student whom Laurus suspects is not attending for a valid academic purpose must successfully complete the current Laurus College identity verification process. During the identity verification process, the College suspends all FA disbursements. If the student does not successfully complete the identity verification process, Laurus College will take the following actions:

- Withdraw the student from the College.
- Report the student to the Office of the Inspector General, US Department of Education.
- If a student commits a Level Three Violation as defined by the Code of Conduct Policy, and exhibits any of the characteristics listed above, the student will be immediately dismissed from Laurus College with no chance for future enrollment. The student may not appeal this decision.

Transfer Credit Policy

Laurus College is committed to offering a fair and equitable transfer credit policy for all students. The College accepts transfer credits for prior, postsecondary academic courses, military training, professional licenses, certifications, and other relevant training. The amount of transfer credit awarded depends on the student's chosen program of study and the college's residency requirements.

There are several types of credit for prior learning available to transfer students, including:

- Academic coursework completed at other appropriately accredited institutions.

- Military training.
- Professional training (Licenses, Certifications, and Training Programs).
- Credit by examination.
- Credit through Prior Learning Assessment (PLA).

Laurus College will accept undergraduate transfer course work, credits by examination, military experience, and other non-traditional credits presuming the credits meet the following criteria:

Academic Coursework: Academic Coursework includes courses completed at other educational institutions. To be eligible for credit:

- The student completed the course(s) at an appropriately accredited institution.
- The coursework is substantively equivalent to Laurus College coursework.
- The student provides proper, timely documentation in the form of official transcripts.
- The grade awarded is equivalent to C- (1.67 on 4.00 scale) or above, or test score is equivalent to the requirement as outlined in the College Catalog.
- Core courses must be less than 5 years old and relevant to current industry practices.
- Courses taken through a foreign institution may also be eligible for transfer, following comparable guidelines. In lieu of a transcript, students must submit a course-level credential evaluation from an approved foreign credential evaluator. There is a fee of \$150 for international transcript evaluations. *Note: Laurus College will waive this fee for military veterans.* If you are applying to a program that requires completion of a prior degree, rather than seeking transfer credit, a transcript-level evaluation with GPA calculation is sufficient.

Military Training: Laurus College uses guidelines established by the American Council on Education (ACE) determine if military training and experience documented on a Joint Services Transcript (JST) warrant awarding academic credit.

Professional Training (Licenses, Certificates, and Training Programs): Laurus College uses guidelines established by the American Council on Education (ACE) to determine if certain training programs, certificates, and/or professional licenses warrant awarding academic credit.

Credit by Examination: Laurus College accepts credit by examination from the following provided the student achieves the ACE recommended score:

- Advanced Placement® & International Baccalaureate®
- College Level Examination Program (CLEP)
- Defense Activity for Non-Traditional Education (DANTES)
- Excelsior College Examination

- Laurus College Proficiency Assessment (select courses only). Students may attempt Proficiency Assessments only one time. For inquiries regarding this type of assessment, please contact the Registrar's Office.

Second Degree Policy: Waiver of General Education Requirements

Students who hold a previously conferred bachelor's degree from an appropriately accredited institution are eligible for a waiver of all general education requirements for their second associate or bachelor's degree program at Laurus College. The request for a waiver of General Education requirements must be made in writing at the time of admission to Laurus College and upon receipt of official transcripts demonstrating the previously conferred bachelor's degree.

This waiver applies only to the General Education portion of the academic degree program and does not affect major or elective course requirements specific to the Laurus College degree. Program core and elective requirements are eligible for transfer credit under the standard Transfer of Credit policy and procedure.

Limitations

The general education waiver does not apply to prior bachelor's degrees awarded by a foreign institution. These degrees are subject to the standard Transfer of Credit policy and procedure.

The general education waiver does not apply to any general education course(s) required for professional licensure or that are required by state regulation. If the student has met these types of general education courses through previous coursework, the course(s) will be transferred into the student's academic program under the standard Transfer of Credit policy and procedure.

Transfer Credit Process for Students

Timelines & Fees: The Transfer Credit Evaluations Team evaluates transcripts of all previous college work to determine credit that is transferable toward the Laurus College degree program chosen by the student. Courses accepted for transfer credit must be relevant to the program of study and equivalent in both content, rigor, and degree level.

A student may send copies of transcripts or documents during the initial admission stages for evaluation. However, Laurus College will not award transfer credit until the Registrar's office receives official transcripts. It is the student's responsibility to provide official transcripts prior to registration to ensure that they do not register in courses at Laurus College for which they may receive transfer credit. A student who registers in a course that Laurus College may award later as transfer credit will not be issued a refund for that course in which the student enrolled prior to receiving official transcripts if the course proves to be unnecessary. Laurus College may ask students or their prior institution(s) for a course syllabus or similar documentation to help evaluate a particular course. Failure to provide the requested documentation may prevent Laurus

College from awarding transfer credit. Laurus College will deny admission, without possibility for future enrollment, to any prospective students who provide false or altered admissions documentation to include transcripts for potential transfer credit.

There is no charge for the review of transcripts from institutions in the United States. International transcripts and portfolios are subject to a \$150 evaluation fee.

Preliminary Transfer Credit Evaluation: Students seeking transfer credit may request a preliminary evaluation by using the online form or emailing preeval@lauruscollege.edu.

Criteria for Considering Transfer Credit: All approved transfer credits are contingent upon receipt of official transcripts. Students are responsible for sending official transcripts and/or documents (including Joint Services Transcripts) to Laurus College. The Registrar must receive the official transcripts, prior to the end of the student's second term, to process the evaluation request. Here are the necessary steps for completing the transfer credit evaluation process:

- The student must submit a request for a transfer credit evaluation by emailing the Registrar at transcripts@lauruscollege.edu.
- The student is responsible for sending official transcripts, copies of certifications, Advanced Placement® test scores, and/or other documentation of college-level learning to Laurus College.
- The Registrar will review the student's request, along with the documents provided, and prepare a Transfer Credit Evaluation Form (TCEF).
- Laurus College evaluates all potential transfer credits objectively, through fair and equitable practices and procedures, by trained staff. Criteria for acceptance include:
 - The student completed the credits at an appropriately accredited institution.
 - The credits and/or experiences are compatible in content, scope, and rigor to the appropriate course in the student's program of study.
 - The student completed the course and earned a C- or higher.
 - The potential transfer credits must not be remedial or developmental.
 - Credits for transfer do not exceed a maximum of 75% of the credits required for a degree. Credit awarded for experiential or equivalent learning cannot exceed 25% of the credits required for a degree.
 - The student completed courses for transfer within the policy timeline.
 - Laurus College will consider credits that appear as transfer credit on an official transcript, provided the course content and date of completion meet Laurus College's transfer guidelines.

Laurus College only awards transfer credit for courses that apply toward the student's current program of study. If the student's program of study changes after submitting the transfer credit

review request, the student must submit a request for program change and ask to have their transcripts evaluated again for their new program.

Trained staff complete the Transfer Credit Evaluation Form (TCEF) and make a final decision to award transfer credits.

The Registrar sends a notification email to the student informing them of the results of the transfer credit evaluation.

Appeal of Transfer Credit Evaluation: A student who does not agree with their initial transfer credit evaluation may request a secondary review through the Academic Director of their degree program. Students should send an email to appeals@lauruscollege.edu with their name, a copy of the evaluation and description of the request within 10 business days of receiving the evaluation.

Foreign Credential Evaluation Policy

Laurus College requires a credential evaluation agency that is a recognized member of either the National Association of Credential Evaluation Services (NACES) or the Association of International Credential Evaluators to evaluate any academic transcripts earned outside the United States whether submitted for admission, transfer credit, or professional licensing.

Approved Third-Party Evaluators: Laurus College accepts foreign transcript evaluations from the following agencies that meet our standards: World Education Services (WES); Educational Credential Evaluators (ECE); and Scholaro, Inc.

Evaluation Report Requirements

- A course-by-course evaluation, including grade and credit equivalency.
- The evaluating agency sends evaluation reports directly to Laurus College.
- The evaluating agency has current, verifiable membership in NACES or AICE at the time of evaluation.

Notes and Verification: This list is not exhaustive. If a student chooses a different agency, the student must verify that the agency holds active membership with NACES or AICE by consulting the respective directories at www.naces.org or www.aice-eval.org

Prior Learning and Assessment Policy

Laurus College recognizes that students may have previous knowledge and experience that may translate into academic coursework. Students may receive credit for previously acquired knowledge and learning experiences by submitting official documentation.

Laurus College uses Council for Adult and Experiential Learning (CAEL) guidelines for assessing prior learning. There are two types of Prior Learning: Sponsored and Unsponsored:

Sponsored Prior Learning: classroom-based learning and testing sponsored by an outside agency. Sponsored learning may include continuing education units and similar training.

Unsponsored or experiential prior learning: learning that relies on demonstrating applied experiences and knowledge. Unsponsored learning may include work-based knowledge through experience.

To earn PLA credit, a student must submit a PLA application form to the Registrar's Office. The application will identify the type of learning (sponsored or unsponsored) and the Laurus College course for which the student is seeking credit. After completing the application, the student must submit a portfolio that includes the Laurus College course syllabus, as well as a narrative and evidence documenting a student's expertise, related to the Laurus College course description and objectives. Laurus College will assign a faculty member to review the portfolio and make a credit recommendation. There is a fee of \$150 for portfolio evaluations. It can take 2-3 weeks to complete a portfolio evaluation.

Transferability of Laurus College Credit

NOTICE CONCERNING TRANSFERABILITY OF CREDITS AND CREDENTIALS EARNED AT LAURUS COLLEGE

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

Laurus College does not currently have any articulation or transfer agreements in place with other colleges or universities.

Program Changes / Additional Degrees

Students may request a change of program of study by submitting a formal request to the Department of Student Success & Advising by emailing studentservices@lauruscollege.edu. The request must include a clear and compelling *academic rationale* for the change, demonstrating how the new program aligns with the student's academic goals and career aspirations. The rationale must articulate a *true academic purpose* for the program change, distinct from the desire to extend financial aid eligibility or avoid Satisfactory Academic Progress (SAP) requirements. Laurus College does not automatically approve program changes and will evaluate the request based on factors such as academic standing, successful completion of relevant coursework, demonstrated aptitude in the requested program area, availability of space in the requested program, and the student's overall academic history. Laurus College will not approve changes made solely to avoid Satisfactory Academic Progress (SAP) requirements, or without a *true academic purpose*. Students must be in Good Standing to be eligible to change programs. All approved program changes require a new enrollment agreement. General education courses for transfer must be no older than seven (7) years old at the time of enrollment, unless the Program Director examines applicability to the Program Learning Outcomes of the student's program of study. To inquire about a program change, students should notify their Student Success Advisor by emailing studentservices@lauruscollege.edu.

Program Tuition and Fees

Current Schedule of Charges

Except where noted, all tuition and fees are mandatory and are subject to change. In the event of a change in tuition or fees, Laurus College will notify students prior to the changes taking effect. If a student needs to retake a course due to withdrawal or failure, the student is financially responsible for the retaken course at the current tuition rate, which increases the total program cost.

Degree / Program Title	Quarter Credit Hours	Registration Fee*	Equipment Package	Program Fees	Tuition	Total Program Costs	Cost per Period of Attendance (one quarter term)
UC Agricultural Business Management	50	\$100	\$2,950	\$2,000	\$20,000	\$25,050	\$2,100 - \$2,200
UC Casino & Gaming Management	50	\$100	\$2,950	\$2,000	\$20,000	\$25,050	\$2,100 - \$2,200
UC Help Desk and Support	50	\$100	\$2,950	\$2,000	\$20,000	\$25,050	\$2,100 - \$2,200

UC Hospitality Management	50	\$100	\$2,950	\$2,000	\$20,000	\$25,050	\$2,100 - \$2,200
UC Vibe Coding	50	\$100	\$2,950	\$2,000	\$20,000	\$25,050	\$2,100 - \$2,200
OA Healthcare Management	100	\$100	\$2,950	\$3,200	\$40,000	\$46,250	\$2,100 - \$2,200
AS Audio Video Production	100	\$100	\$7,500	\$3,200	\$40,000	\$50,800	\$2,100 - \$2,200
AS Business Administration	100	\$100	\$2,950	\$3,200	\$40,000	\$46,250	\$2,100 - \$2,200
AS Cyber Security	100	\$100	\$2,950	\$3,400	\$40,000	\$46,450	\$2,100 - \$2,200
AS Information Technology	100	\$100	\$2,950	\$3,200	\$40,000	\$46,250	\$2,100 - \$2,200
AS Visual Design and Multimedia	100	\$100	\$2,950	\$3,400	\$40,000	\$46,450	\$2,100 - \$2,200
AS Web Design	100	\$100	\$2,950	\$3,400	\$40,000	\$46,450	\$2,100 - \$2,200
BS Audio Video Production	190	\$100	\$7,500	\$6,400	\$76,000	\$90,000	\$2,100 - \$2,200
BS Business Administration	190	\$100	\$2,950	\$6,600	\$76,000	\$85,650	\$2,100 - \$2,200
BS Digital Arts and Computer Animation	190	\$100	\$2,950	\$6,400	\$76,000	\$85,450	\$2,100 - \$2,200
BS Information Technology	190	\$100	\$2,950	\$6,600	\$76,000	\$85,650	\$2,100 - \$2,200
BS Web Design and Development	190	\$100	\$2,950	\$6,400	\$76,000	\$85,450	\$2,100 - \$2,200

Total Program Costs: Includes tuition for the full degree program, assuming no transfer credits. All courses are 5 quarter credits. Tuition for one course is \$2,000, plus a program fee of \$100 per General Education course and \$200 per Core/Elective/Concentration course. For the first term, costs include the Registration Fee and Equipment Package.

*The \$100 Registration Fee is waived for applicants who are Active-Duty Service Members, Reservists, Veterans, and dependents. To qualify for this waiver, applicants must notify their Admissions Representative of their intent to utilize the registration fee waiver and provide official proof of benefit eligibility (such as the VA Certificate of Eligibility or an updated Statement of Benefits) during the application process.

Equipment Package: The Equipment Package includes a school-issued Laptop. For the Audio Video Production (AVP) programs, the equipment package also includes a video camera and digital workstation equipment. Students can expect to receive their institutionally issued laptop prior to the completion of their second term of enrollment. Delivery timelines are contingent upon the student maintaining active enrollment status and completing all necessary financial and admissions clearances. For students enrolled in the Audio Video Production (AVP) programs, the

institutionally issued laptop follows this standard release schedule; however, additional program-specific AVP hardware kits are released subsequently when the student is scheduled into their first audio/video course. Students are responsible for the physical security of all issued devices. These costs are non-refundable once the student receives them. All issued equipment becomes the property of the student at no further cost upon receipt. The Equipment Package consists of the following items:

Laptop: \$3,000.00 for AVP Programs and \$2,950.00 for all other programs

Additional Hardware/Equipment Kit: \$4,500.00 for AVP Programs, \$0.00 for all other programs.

Total Equipment Package Fee: \$7,500.00 for AVP Programs and \$2,950.00 for all other programs

Program Fees: Program Fees charged at \$100 per General Education course and \$200 per Core/Elective/Concentration course (fee covers Digital Textbooks, e-Library Access, Software Licensing & Subscriptions, Student Portal Access & IT Support, and MS36 Office and CoPilot Subscription per course). These fees are refundable.

General Fees

- **Official Transcript Request Fee:** \$15 per transcript ([Click Here to Order Online](#))
- **Returned Check Charge:** \$30
- **STRF Fee:** \$0.00 per every \$1,000 (rounded to the nearest \$1,000)

Other Charges: Laurus College may offer optional events and items for purchase at student expense. Laurus College has no other mandatory expenses beyond the listed tuition and fees.

Cost of Attendance

Laurus College does not have any dormitory facilities under its control and does not provide nor does it have any responsibility to provide housing or assistance in locating housing for its students.

In compliance with CCR, Title 5, § 71810(b)(13)(B), private housing is available on the open market.

The approximate rental housing cost in the vicinity of Laurus College physical locations range from:

Atascadero, California \$1,325 to \$3,000	Oxnard, California \$850 to \$10,257
Chula Vista, California \$900 to \$13,650	San Luis Obispo, California \$1,200 to \$3,360
Las Vegas, Nevada \$1,075 to \$4,406	Santa Maria, California \$1,400 to \$2,971

Payment Schedule

Tuition payments are due as indicated on the enrollment agreement. Returned tuition checks may result in a returned check fee. Multiple NSF checks may require future payments to be made via cashier's check, cash, or money order. Failure to make timely tuition payments may result in administrative withdrawal from class. Students are responsible for total program costs. If financing with a student loan, repayment includes principal plus interest.

If a student obtains a loan to pay for an educational program, the student is responsible for repaying the full loan amount, plus interest, less any applicable refund. Students who receive federal student financial aid are entitled to a refund of amounts not paid from federal student financial aid funds.

For students attending through Workmen's Compensation or Veteran's Affairs (VA), Laurus College coordinates billing directly with the appropriate agencies upon certification of attendance. Students are encouraged to stay in communication with their Vocational Rehabilitation counselor or VA representative to ensure continued eligibility and funding.

ACADEMIC INFORMATION & POLICIES

Registration Process

Laurus College offers a diverse range of courses each term across multiple programs. Students can find detailed course offerings, time slots, and registration windows for each academic term in the sections and tables below.

Guidelines for Selecting Courses

- Students may enroll in up to two (2) courses during each 5-week term, provided they select courses scheduled at different times.
- The course schedule aligns with the structure of synchronous learning on Wednesdays and optional drop-in hours on Mondays, as detailed in the previous table.

Ensure that course selections fit into your overall degree plan and meet any prequalification requirements.

Course Registration Overview: At Laurus College, we are committed to simplifying the registration process, ensuring that students can focus on what matters most: their education.

The process begins when students initiate contact with the college, either by calling or visiting in person. During this initial interaction, students will meet with an Admissions Representative who will provide a comprehensive overview of the available programs, helping them make an informed decision about their academic path.

Once you have selected your program of study, you will not need to register for individual classes each term. Every program at Laurus College has a pre-designed course schedule and while the exact order of your classes may vary depending on course offerings, faculty availability, and enrollment capacity, Laurus College will carefully plan your schedule for you so you can focus on enjoying your learning experience.

Following program selection, students will choose their primary live class time and a secondary backup time. Available class times are as follows:

- 8:00 a.m.
- 11:00 a.m.
- 2:00 p.m.
- 5:00 p.m.
- 7:35 p.m.

The backup time offers flexibility in case a course is unavailable at the preferred time, allowing students to have a contingency plan. Laurus College records all live classes to accommodate varying schedules. This ensures that students who cannot attend a class in real time can access recorded sessions at their convenience.

During the registration process, students meet with a Student Financial Services Coordinator who will guide you through financial aid and funding options, ensuring you have the support needed to finance your education.

Laurus College will also schedule students for an Online Support (OS) appointment, where you will meet with IT Support and an Academic Excellence Specialist (AES) appointment. These sessions ensure you are fully prepared with the technical tools and academic resources necessary for success.

Before term begins, students will receive an email with all the essential details, including course information and login credentials, to help ensure a smooth start. After the first term, students receive a follow-up email during week four, providing information about the next course, class schedule, and instructor. This approach ensures students are always informed and ready to progress confidently through their program.

Once the registration process is complete and any necessary financial aid addressed, students are fully prepared to begin their program. There are no additional registration requirements unless there is a change to the student's program. Laurus College designs this streamlined process to provide a smooth, efficient registration experience, allowing students to focus on their academic success with confidence.

Academic Calendar

2026 - 2027 Academic Calendar				
Term Name	Term Start	Last Day to Drop / WD	Term End	Days in Term
Summer I	06/29/2026	07/03/2026	08/02/2026	35
Summer II	08/03/2026	08/07/2026	09/06/2026	35
Fall I	09/08/2026	09/11/2026	10/11/2026	35
Fall II	10/12/2026	10/16/2026	11/15/2026	35
Fall III	11/16/2026	11/20/2026	12/20/2026	35
Winter I	12/28/2026	01/01/2027	01/31/2027	35
Winter II	02/01/2027	02/05/2027	03/07/2027	35
Spring I	03/08/2027	03/12/2027	04/11/2027	35
Spring II	04/12/2027	04/16/2027	05/16/2027	35
Spring III	05/17/2027	05/21/2027	06/20/2027	35
Summer I	06/28/2027	07/02/2027	08/01/2027	35

Weekly Course Schedule

The following schedule outlines the typical weekly structure for each term. Courses combine synchronous (live, instructor-led) sessions with asynchronous (independent) learning activities to provide a flexible and engaging learning experience. Students enrolled in our on-site support also have in-person services available to them at any of our on-site locations.

Day of the Week	Scheduled Activity	Details	Time Slot Options
Monday	Instructor-led Session (Synchronous)	Weekly kickoff, meet the instructor, first lecture.	8:00 am, 11:00 am, 2:00 pm, 5:00 pm, 7:35 pm
Tuesday	Independent Learning Time (Asynchronous)	Readings, assignments, and coursework at students' own pace.	N/A
Wednesday	Instructor-led Session (Synchronous)	Interactive discussion or applied learning activity.	8:00 am, 11:00 am, 2:00 pm, 5:00 pm, 7:35 pm
Thursday	Instructor-led Session (Synchronous) & Faculty Drop-In Hours	Additional lecture. Optional faculty drop-in hours for questions (not recorded).	8:00 am, 11:00 am, 2:00 pm, 5:00 pm, 7:35 pm (for lecture); Drop-in hours vary
Friday	Independent Learning Time (Asynchronous)	Coursework, projects, self-paced learning.	N/A
Saturday & Sunday	Independent Learning Time (Asynchronous)	Continued coursework, projects, self-paced learning.	N/A

Holiday Schedule

2026: New Year's Day (1/1/2026), Martin Luther King Jr. Birthday (1/19/2026), Memorial Day (5/25/2026), Juneteenth (6/19/2026), Independence Day (Observed 7/3/2026), Labor Day (9/7/2026), Constitution Day (9/17/2026), Veteran's Day (11/11/2026), Thanksgiving (11/26-11/27/2026), Christmas Holiday (12/24-12/25/2026).

2027: New Year's Day (1/1/2027), Martin Luther King Jr. Birthday (1/18/2027), Memorial Day (5/31/2027), Juneteenth (6/18/2027), Independence Day (Observed 7/5/2027)

***Laurus College observes Constitution Day annually on September 17; however, the college still holds classes if this observance falls on a normal class meeting day.*

Academic Year for Students Receiving Federal Student Aid

FSA awards for all Federal Student Aid (FSA) eligible students are by the academic year. The academic year at Laurus College consists of 30 weeks.

FSA awards are scheduled and posted to student accounts prior to each payment period. The payment period is 10 weeks in length, comprised of two five-week sessions. There are a total of three (3) awards disbursed each academic year.

This disbursement process ensures that Laurus College is following FSA requirements, and that students receive their financial aid in a timely manner to cover tuition and other expenses for each payment period.

For questions regarding the disbursement process or additional financial assistance opportunities that may be available to you, please contact the Laurus College Student Financial Services office at 805-719-6552.

For more information about FSA programs, see www.studentaid.ed.gov or call the FSA Information Center at 1-800-4-FED-AID (1-800-433-3243).

Credit Hour Definition

Laurus College awards credit using the quarter credit hour system.

In accordance with the U.S. Department of Education definition, one quarter credit hour represents approximately 30 hours of student learning activity, including both:

- **Direct instruction** (lectures, discussions, labs, faculty-led activities), and
- **Independent academic work** (assignments, readings, projects, preparation, and assessments).

For example, a 5-credit course offered in a 5-week term requires approximately 150 total hours of student effort, combining instructional time and outside study.

Participation, Attendance, and Regular and Substantive Interaction

Attendance and Academic Engagement

In alignment with Laurus College's mission and federal requirements, all students enrolled in distance education courses must maintain regular attendance and academic engagement throughout each term.

Logging into the course platform alone does not constitute academic attendance or engagement. To be counted as academically present, students must demonstrate verifiable academic activity. Examples of qualifying academic engagement include:

- Submitting an assignment, quiz, exam, or final project
- Participating in a substantive, graded discussion post or reply
- Attending a synchronous class session or live instructor-led activity
- Engaging in a study group, group project, or interactive tutorial assigned by the instructor

Week 1 Attendance Requirement

Laurus College courses are offered in a five-week term format. During Week 1, students must establish attendance by logging into each course within seven (7) calendar days of the term start date **AND** completing at least one gradable academic activity. Students who do not meet this requirement within the first seven calendar days will be administratively cancelled from the course.

Ongoing Engagement: Weeks 2 through 5

Beginning in Week 2, students must maintain consistent academic engagement as outlined in each course syllabus. Students who have no qualifying academic engagement in the following fourteen (14) consecutive calendar days will be administratively withdrawn from the course and will receive a grade of "W" on their academic transcript. Students withdrawn from all courses in a term will be administratively withdrawn from the institution.

Students must submit work by designated due dates and continue participating in course activities during this period. ***Bulk submission of assignments is not permitted, nor is course acceleration (submitting future-week work early and then going inactive).***

Attendance is tracked on a course-by-course basis; engagement in one course does not satisfy the attendance requirement for another course in the same term. ***This includes work performed for a course with the grade of "I" (Incomplete) and another course in the subsequent academic term.***

Laurus College does not permit reinstatement appeals of a W grade given for lack of substantive participation unless a documented system error has occurred. Individual instructor exceptions do not supersede this institutional policy

Substantive Discussion Participation

Substantive discussion posts are one component of RSI and academic engagement. Students are expected to write an initial post responding to the discussion prompt and at least two meaningful replies to classmates or the instructor. Each post should present a central idea, personal insight, or independent response that advances the course conversation.

While APA format is not required for paraphrasing, students must properly acknowledge all sources. APA style is required for any direct quotations.

Students are encouraged to engage in course discussions early each week to allow time for meaningful peer interaction.

Academic Engagement Monitoring

Students must meet the requirements of attendance and academic interaction requirements set forth by the college. Laurus College may review students that exhibit a pattern of limited or superficial coursework (submitting 50% or less of the academic work and/or only posting in the discussion forums or taking quizzes).

Student Identity Verification Policy

At Laurus College, we are committed to upholding the integrity of online education programs while maintaining a supportive environment for students. Ensuring the accurate identification of students and that they are completing their own coursework is essential for maintaining academic standards and fairness.

The Laurus College Student Identity Verification Policy incorporates a combination of tools, practices, and technologies to achieve this balance. This policy adheres to federal regulations regarding the verification of student identity while respecting students' diverse needs and minimizing undue stress.

Policy Objectives

1. **Ensure Academic Integrity:** Verify that enrolled students are completing their coursework and assessments.
2. **Foster a Supportive Learning Environment:** Minimize student anxiety through flexible, non-invasive identity verification measures.

3. **Comply with Regulations:** Meet federal and accreditation requirements for online student identity verification.

Identity Verification Methods

1. Initial Identity Verification: All students must present a valid government-issued photo ID at the time of enrollment. Successful verification of identity occurs prior to issuing access to institutional systems.

2. Ongoing Verification and Secure Access: Students access all academic systems using secure login credentials and mandatory two-factor authentication (2FA). Student must not share credentials under any circumstance.

3. Faculty Interaction as Verification: Faculty conduct multiple weekly synchronous video sessions with camera-on policies in place, fostering familiarity with student work and communication styles. These sessions, along with ongoing discussion, project feedback, and assignments, allow instructors to monitor authenticity throughout the course.

4. Assessment Integrity: Laurus courses prioritize authentic, project-based assessments. In cases where a submitted assignment significantly deviates from a student's typical performance, faculty may initiate a formal discrepancy review. If appropriate, Laurus College may require the student to complete a future or repeated assessment under approved proctoring conditions. This is not a punitive approach and designed to ensure fairness and academic honesty.

Student Responsibilities

Students must:

- Maintain the confidentiality of their login credentials.
- Complete all coursework and assessments themselves.
- Notify the college immediately if they suspect unauthorized access to their LMS account.

Supportive Measures for Students

To ensure that identity verification does not add unnecessary stress:

- **Flexible Verification Options:** Students can complete video submissions or live check-ins at times that suit their schedules.
- **Clear Instructions:** Laurus College provides guidance for all identity verification tools and processes, along with access to technical support.
- **Non-Punitive Discrepancy Resolution:** If a discrepancy arises (e.g., flagged work), Laurus College gives students the opportunity to explain and demonstrate their knowledge through additional submissions or conversations with faculty.

Compliance and Privacy

Laurus College is committed to protecting students' privacy and securely stores all personal information and verification data in compliance with FERPA regulations. Verification methods are minimally invasive while meeting academic integrity standards.

Policy Enforcement

Failure to comply with the Student Identity Verification Policy may result in:

- A review of the student's submitted coursework.
- Additional academic integrity measures, such as oral assessments.
- Disciplinary action, up to and including dismissal, for confirmed violations.

Laurus College Late Assignments Policy

1. Extensions for Late Assignments (with Prior Notification): If a student notifies the instructor before the assignment is due and receives approval, they may submit the assignment up to 7 days late for full credit. The student and instructor must agree on the new due date, but it cannot extend beyond 7 days from the original due date.

2. Late Submission Penalty (without Prior Notification): If a student submits an assignment late without prior notification, a 5% grade penalty applies for each day it is late. For example:

- 1 day late: maximum grade is 95%.
- 2 days late: maximum grade is 90%.

The maximum penalty is 70%. Instructors will accept no assignments more than 7 days after the original due date.

Academic Delivery Methods

100% Online Programs and Courses

The 100% online programs and courses offer the ultimate flexibility for students who need to balance their studies with other commitments. Laurus College designs these programs to provide the same rigorous academic experience as the on-campus offerings, but with the convenience of accessing coursework from anywhere in the world. Students can engage with course materials, participate in discussions, and complete assignments entirely online, allowing them to learn at their own pace and on their own schedule. This delivery method is ideal for those who require a high degree of flexibility due to work, family, or other personal responsibilities.

Delivery and Courses

Laurus College's programs and courses provide a versatile learning experience that combines the best of both online and in-person education at one of our on-site locations. Students have the option to attend classes in person, participate online in real-time, or engage with recorded sessions at their convenience. This model supports diverse learning preferences and schedules, offering students the freedom to choose how they engage with the course material each week. Whether preferring the structure of a traditional classroom, the flexibility of online learning, or a mix of both, Laurus College designs courses to accommodate various needs and help students succeed.

Students who live within the vicinity of one of Laurus College's On-Site locations have the option of enrolling as an On-Site student. All On-Site students may choose to attend their courses either onsite or remotely.

Veteran students who enrolled as in-resident students must attend onsite for a minimum of one (1) 50-minute class session during the term to meet "On-Site attendance" requirements for determining a student's Basic Allowance for Housing (BAH). Should a student fail to meet this minimum requirement, the Laurus College School Certifying Official (SCO) will certify that student as "online" for that term.

Definition of a Term

A term is a scheduled five-week period in which students must complete all courses they are enrolled in. Terms begin on the second Monday of each month. The academic week runs from Monday to Sunday, ending at 11:59 p.m. Pacific Time. Students at Laurus College have access to the MyLaurus Portal (MLP), Laurus College's learning management system (LMS) through which they can access courses 24/7 during the five-week term. Laurus College measures programs and courses in quarter credit hours. Each course within the program is acceptable for full credit within

the respective degree programs. Students granted an Incomplete for a course at the end of the term receive an additional 14 days (about 2 weeks) of course access. Students have “view only” access to their courses through the Sunday after the term end date. This access allows students to review final course feedback from their instructors and persists for 180 days for all courses after the term end date.

Open Electives

Open electives are courses that extend beyond degree specific requirements and fulfilled by any course of the same credit value. Students can also use credits from Prior Learning Assessment (PLA) as open electives. Open electives are college-level credits used to reach the total program credit hours required for graduation.

Academic Early Intervention Program

Laurus College designs its Early Intervention Program to provide proactive support to new students and foster their academic success from the earliest point of their college journey. As a formal checkpoint, after a student completes their second term, our Student Academic Excellence support team conducts a preliminary review of their academic progress. This early assessment allows us to identify students who may be experiencing academic challenges or who could benefit from additional resources and support services.

Important Note: This preliminary review is not a Satisfactory Academic Progress (SAP) check for federal financial aid purposes. SAP checks happen at the end of each loan period as required by federal regulations. Our Early Intervention Program is an academic outreach initiative aimed at providing timely support to students, independent of financial aid SAP evaluations.

By reaching out to these students early on, we can offer assistance such as tutoring, academic advising, study skills workshops, and other personalized support strategies. This proactive approach aims to help students stay on track with their academic goals and ensure they have the tools and resources they need to thrive at our institution.

Course Grades and Grading Policy

Instructors award a numeric grade for each assignment and milestone in a course. Computation of the final course grade uses these assignment and milestone grades. Laurus College awards a letter grade for each course having earned grade points, based on the four (4)-point scale. The grade point average (GPA) does not use grades of I or W for the calculation. Grade reports are issued to students and Vocational Rehabilitation Counselors (if applicable) at the completion of each term. Instructors grade students on their academic progress based on in-class

assignments, homework assignments, practical application projects, attendance, quizzes, and exams as indicated on the course syllabus.

The calculation of Cumulative Grade Point Average (CGPA) is a weighted average. For each course, the calculation is credit hours multiplied by quality points. The course results are summed then divided by the total credit hours to yield the CGPA.

Letter Grade	Quality Points/Definition	Numeric Grade
A	4.0	94.01-100
A-	3.7	89.01-94.00
B+	3.3	86.01-89.00
B	3.0	82.01-86.00
B-	2.7	79.01-82.00
C+	2.3	76.01-79.00
C	2.0	72.01-76.00
C-	1.7	69.01-72.00
D+	1.3	66.01-69.00
D	1.0	59.01-66.00
F	0.0	00.00-59.00
W	Withdraw	*
I	Incomplete	*
IF	Incomplete Fail	*
TR	Transfer Credit	*
AU	Audit	*
PR	Proficiency/Life Credit	*
RF	Repeat Fail	*
Pass	Pass for Pass/Fail Course	*
Fail	Fail for Pass/Fail Course	*

Incomplete (I) Grade Policy

If a student does not complete a course within the 5-week term due to extenuating circumstances, he/she may request an Incomplete from the instructor. To be eligible for an Incomplete, a student must have completed at least 50% of the required work, excluding discussions and quizzes, for the course. An Incomplete must be requested by the student in writing via email to the instructor no later than 48 hours after the course end date.

An Incomplete may only be awarded for extenuating circumstances that prevent a student from completing the course within the term. Extenuating circumstances are typically unanticipated, unavoidable events outside the student's control. Examples may include, but are not limited to:

- A documented serious medical condition or hospitalization
- A documented mental health emergency
- The death or critical illness of an immediate family member
- A natural disaster, accident, or other disruptive event that clearly impedes course completion.
- A system issue documented with a time-stamped screenshot

If the instructor grants the request for an Incomplete, the student will have an additional fourteen (14) days from the course end date to complete the remaining course requirements and earn a final grade. A grade of (I) will be assigned and will remain on the student's academic record until the final grade is posted or until the end of the fourteen-day Incomplete period.

At the end of the additional fourteen (14) days, any remaining incomplete coursework will be assigned a grade of zero and averaged into the final grade. No additional time can be granted. The final grade will remain on the transcript.

Academic Overload

An academic load of one to five (1-5) credit hours per term is a regular load for undergraduate students at Laurus College. In rare occasions, a student might feel they are capable of and desire to take additional classes simultaneously, thus creating an Academic Overload. If a student wishes to register for more an overload, they must have met the following conditions and requirements:

- Completed a minimum of five (5) quarter credit hours at Laurus College in the last 12 months; AND
- Earned a cumulative grade point average (CGPA) of at least 3.00; AND
- Met all the requirements outlined in the Academic Overload form.

Further conditions:

- No student will be authorized to enroll in classes creating an academic overload during the time that an issue of academic misconduct is under review.
- No student will be authorized to enroll in classes creating an academic overload for 12 months following a sanction for academic misconduct by any college committee, Program Dean or Chair, or their designee.

- Students may not enroll in more than twenty (20) quarter credit hours in any given quarter (10-week period).
- Previously attempted courses with a final grade of F (fail) cannot occur in an academic overload term.

Procedures for Requesting an Academic Overload

To request an academic overload, students should contact their Student Advocate to initiate the process. The Office of Student Financial Services will also review any potentially approved requests for academic overload.

Earning an Associate Degree While Enrolled in a Related Bachelor's Degree Program

Laurus College is committed to recognizing all significant academic milestones its students achieve. Students matriculated in a bachelor's degree program who have fulfilled all specific requirements for an associate degree may formally apply to have that associate degree conferred and awarded. Awarding the associate degree may be either prior to or concurrently with the awarding of the related bachelor's degree.

To be eligible for the awarding of an associate's degree while enrolled in a bachelor's degree program, a student must:

- Be an active student in a related bachelor's degree program at Laurus College.
- Successfully complete all course, credit, and program-specific requirements for the intended associate degree as outlined in the Laurus College Catalog. This includes all general education, major, and elective requirements.
- Complete a minimum of fifty (50) credits at Laurus College that are applicable to the associate's degree.
- Earn a cumulative GPA of 2.00 or higher for all coursework applicable to the associate degree.
- Be in good academic and financial standing with the College at the time of application.

Procedure:

- 1) Students who believe they have met the eligibility requirements should contact their Student Advocate and request an "Application for Graduation" form.
- 2) The student will complete the "Application for Graduation" form and send the form to their Student Advocate.
- 3) The Student Advocate will request the Office of the Registrar perform a degree audit for the specific associate's degree to confirm that all requirements have been satisfied.

- 4) Upon successful verification, official conferral of the associate degree occurs at the end of the term. Laurus College will list the awarded degree on the student's official academic transcript and issue a diploma.

Important Considerations:

Financial Aid: The awarding of a degree may have implications for future financial aid eligibility. Laurus College strongly urges students to consult with the Office of Student Financial Services to understand any potential impact before applying for the associate degree.

Commencement: Students awarded an associate degree are eligible to participate in the College's commencement ceremony for that academic year. Participation in this ceremony does not preclude a student from participating in a future ceremony upon completion of their bachelor's degree.

Program of Study: This policy applies to associate degrees that are part of a student's defined educational pathway toward a bachelor's degree. This policy does not apply to the awarding of multiple, unrelated degrees.

Satisfactory Academic Progress

To maintain eligibility for federal financial aid and remain in good academic standing, Laurus College requires all undergraduate students to meet specific quantitative and qualitative Satisfactory Academic Progress (SAP) standards. SAP is the minimum standard a student must achieve to show successful progress through their program of study in a timely manner. Students must maintain SAP standards to remain eligible to continue as regular students at the College and to retain eligibility for Federal Student Aid (FSA). A regular student is one that enrolled for the purpose of receiving a degree.

These standards apply to a student's entire academic record at Laurus College, including all credit hours applied to the student's program transferred to Laurus College from another school. At each SAP evaluation point, Laurus College will measure the student's progress against the minimum SAP standards for Cumulative Grade Point Average (CGPA), rate of progression, and maximum timeframe.

SAP is determined by calculating the student's CGPA, the student's rate of progression toward completion of the academic program, and maximum timeframe for completion of the academic program. Please see the table below to determine specified rate of progression requirements for each evaluation point. These standards apply to all students, not just those receiving FSA. All periods of a student's enrollment at the College determine SAP (although the College only uses courses that count or would count toward the new program when students change programs). All undergraduate students must have a minimum CGPA of 2.0 to graduate from any program.

Students who are not achieving satisfactory academic progress will receive written notification of the change in their SAP status and any sanctions that have occurred. Sanctions for not meeting the minimum SAP standards consist of probation or dismissal status, which affects the student's continued FSA eligibility. Laurus College notifies students of the requirements and instructions to appeal (see SAP Appeal Process below) for reinstatement after a loss of FSA eligibility due to SAP reasons.

Calculation of Satisfactory Academic Progress

Attempted courses include all non-developmental undergraduate courses (first-time or repeat courses) a student is enrolled in on the eighth day of a class session, courses credited as the result of passed proficiency exams and courses transferred to Laurus College that are part of the student's declared program. Undergraduate students must have a 2.0 CGPA to graduate.

Calculation of the CGPA includes all grades assigned the student by the college for the program enrolled except for grade assignments of W, I, AU, TR, PR, or RF. CGPA and completion rate calculations do not include non-credit or remedial course work. The calculation of CGPA for each evaluation period is on courses taken at Laurus College. See Course Grades and Grading Policy section for the CGPA calculation.

The calculation of the completion rate includes all credits attempted and credits accepted for transfer to the program enrolled except for courses assigned an AU grade. Credits earned include credits for the program enrolled earned at the college and credits accepted for transfer.

In the event a student changes programs, the CGPA and completion rate calculations include the hours attempted, and grades earned in courses that apply to the student's new program of study.

Maximum Timeframe

Students have a maximum timeframe of 150% of the published program length to complete their declared program. For example, if a student must earn 100 quarter credit hours to complete their declared associate degree, the student must earn (complete) those 100 quarter credit hours while attempting no more than 150 quarter credit hours overall. $100 \text{ credit hours} \times 1.50 = 150 \text{ credit hours}$.

All attempted courses count toward the maximum timeframe for program completion. Attempted courses include all non-developmental undergraduate courses (first-time or repeat courses) that a student remains enrolled in on the eighth day of a class session, courses credited as the result of passed proficiency exams, and courses transferred to Laurus College that are part of the student's declared program. If at any point it becomes evident that a student cannot mathematically complete the program within the 150% timeframe, Laurus College will withdraw

the student from the College and that student is no longer eligible for Title IV funding. If the student has an alternative method of payment, the student may appeal the academic standing.

Evaluation Schedule

Evaluation of SAP occurs annually at the end of the first six consecutive terms of enrollment (typically 30 weeks), followed by each period of six consecutive terms of enrollment thereafter. At each SAP evaluation point, the student's progress is measured against the minimum SAP standards for CGPA, rate of progression, and maximum timeframe.

CREDIT HOURS ATTEMPTED AT EVALUATION	MINIMUM CGPA	MINIMUM COMPLETION OF CREDITS ATTEMPTED
30 credit hours attempted	1	50%
31-59 credit hours attempted	1.5	60%
60 credit hours attempted to 150% of program	2	66.67%

SAP Appeal Process

A student who is not making SAP and who believes that there are mitigating or extenuating circumstances that led to the failure to maintain satisfactory progress may appeal by written request. Mitigating circumstances may include injury or illness of the student, the death of a relative, or other special circumstances. The student must submit the written appeal within five business days after notification of dismissal. The appeal should explain the circumstances that lead to the student's poor academic performance, including supporting documentation, and what has changed in the student's situation that will allow them to meet the minimum SAP standards at the next evaluation. The student should also provide a timeline of when the circumstances occurred and what classes were affected. Laurus College will notify the student in writing of the appeal decision within five business days of its submission, or the College posts grades, whichever is later.

When the College grants a student's appeal for unusual and/or mitigating circumstances, it is not eliminating or disregarding any grades or credits attempted in the calculation of a student's SAP standing. The student's credits attempted, CGPA, and SAP standing will remain the same. If Laurus College grants an appeal, the College is acknowledging that, because of the specified unusual circumstances, the student will continue to receive FSA for which they are otherwise eligible even though they fall below the published SAP standard in the Probation status. The appeal process will also consider the point where the student will be able to meet the minimum SAP standards and if the student requires an Academic Improvement Plan because the student needs more than one payment period to return to good SAP standing. The President or designee

shall review and approve all appeals. Academic Department program deans or chairs review and approve Academic Improvement Plans.

If approved, the student is on Probation for one payment period unless placed on an Academic Improvement Plan. If denied, the student's dismissal will stand, and the student may reapply and appeal again after one academic term. Any decision resulting from the review of a mitigating circumstances appeal is final without further appeal. Laurus College will provide the result of the appeal (approved or denied) to the student in writing and file the results in the Student Information System.

Those students who are receiving Veterans Affairs (VA) educational benefits and placed in Probation status (after a successful appeal) must meet SAP Standards after one payment period or they will lose their VA educational benefits.

Academic Improvement Plan

Once placed on Probation, Laurus College will implement an Academic Improvement Plan if the student needs more than one payment period to return to Good SAP standing. The Academic Improvement Plan will serve as a road map to guide a student toward meeting their SAP goal within a specified time and method. The applicable Academic Director will design and approve the Academic Improvement Plan. The applicable Academic Director or designee will communicate the plan to the student in writing and evaluate the plan at each payment period SAP evaluation point. As internal and external developments warrant, the College may refine the Academic Improvement Plan.

If the student is not in compliance with the Academic Improvement Plan during any payment period SAP evaluation point, Laurus College will dismiss the student. The maximum time period an individual Academic Improvement Plan can cover is three consecutive payment periods or until the student meets the regular minimum SAP standards, whichever is less. While on an Academic Improvement Plan, the student must attend academic advising sessions.

Financial Aid Probation

A student who does not meet any one or more of the SAP measurements (not MTF) at the end of any given SAP evaluation point may no longer be eligible to receive financial assistance under Title IV. During such an occurrence, Laurus College will notify students of their status in writing and will dismiss the student unless the student files an appeal, and the appeal is approved (see SAP Appeal Process).

A student with an approved appeal is placed on Probation status. The student will be placed on Probation status for one additional payment period or until a student is able to meet SAP

standards by a specific point as outlined in the student's Academic Improvement Plan. Our payment period is defined as two 5-week terms, consisting of 10 weeks.

A student on Probation status is eligible to receive FSA for the payment period on Probation or while following his or her Academic Improvement Plan. Failure to meet the SAP standards by the next payment period evaluation point or to comply with the Academic Improvement Plan designed by the College, will result in the student's loss of FSA eligibility and dismissal from the College as a regular student.

If a student elects not to appeal the dismissal, the student must sit out at least six (6) months and then apply for re-entry. At that time, the student will need to complete the appeal process outlined below to be reinstated.

SAP-Extended Enrollment Status

A student who has been dismissed from the College may make a request to remain enrolled in Extended Enrollment Status. Students in Extended Enrollment Status are seeking to address and improve the academic deficiencies that caused them not to make SAP. Students in Extended Enrollment Status are charged tuition, but they are not eligible for FSA. A student who re-establishes his or her SAP standing by improving their CGPA and course completion percentage to the minimum required while on Extended Enrollment Status may apply for reinstatement as a regular student and to regain eligibility for FSA. Credits attempted during the Extended Enrollment Status count toward all SAP measurements provided the courses apply to the student's program of study.

Reinstatement of Title IV

Students dismissed due to failure to maintain SAP may apply to continue their studies at the College in an Extended Enrollment Status and must attempt to improve the deficient areas that led to the dismissal. The student is not eligible to receive FSA on this status and will be responsible for all costs incurred while on Extended Enrollment status. At the completion of a payment period(s) on this status, a student who has reestablished satisfactory progress according to the minimum SAP standards may apply to the College to return to a regular student status and reinstate their eligibility for FSA. A meeting will be scheduled between the Chief Academic Officer or designee and the student applying for reinstatement to determine if the student has the academic ability and desire to successfully continue in the program.

Treatment of Transfer Courses

A student may request to transfer in credits from courses successfully completed at another accredited college following the Transfer Acceptance Policy. Any such courses, which are accepted for transfer, will be included in the credits attempted and the credits earned in both the

rate of progression and MTF calculations. Transfer credits are not included when calculating the CGPA.

Program Changes / Additional Degrees (Laurus)

Any student who desires to change their enrollment in a program of study at the College to a different program of study at the College must make the request in keeping with the College's policy. More than one change from one program to another will require permission from the Academic Dean or Chief Academic Officer. The College will transfer all relevant courses into the new program. Any courses transferred from one program to another will count in all SAP measurements for the new program.

Treatment of Repeat Courses

Courses may be repeated to establish a GPA or CGPA and improve academic standing. Each course attempt counts in the computation of successful completion percentages and maximum time frame, but only the highest grade earned will be included in the computation of the GPA and CGPA. Though only the highest-grade earning is included in the computation of the GPA, all grades will appear on the student's transcript.

Treatment of Incomplete Courses

Incomplete grades are temporarily assigned to those students who meet the incomplete requirements. This grade is not included in the calculation of the CGPA but will count as 'hours attempted' but not earned in order to calculate the rate of progress, and Maximum Timeframe. At the end of the Incomplete period, students will receive the grade earned. See The Incomplete Policy for further information.

Adding and Dropping Classes

Students at Laurus College can adjust their schedule by dropping and adding a course for the term during the first scheduled week of classes. At the start of the second week of the term, students may still drop a class for the term but cannot replace the dropped class with a new selection. If a student wishes to drop a class during an academic term, the student needs to complete the drop request form with the Registrar department. If a student wishes to drop a class during or after the second week of the term, the student will be assigned a final grade of IF (incomplete fail) for each dropped class. The IF grade will affect the student's Cumulative Grade Point Average (CGPA).

Treatment of Drops and Withdrawals (Laurus)

Understanding the distinctions between dropping a course, canceling enrollment, and withdrawing is crucial, especially regarding refund eligibility, transcript notations, and Satisfactory Academic Progress (SAP) implications.

Drops occur during the first seven calendar days of the term (before the census date) and are considered *drops*, not withdrawals. These courses do not appear on the student's transcript, are not included in attempted credits, and are not used in SAP or Maximum Timeframe (MTF) calculations. Tuition and fees are fully refunded according to the Institutional Refund Policy.

For detailed refund percentages and examples of how tuition adjustments are calculated, refer to the Institutional Refund Policy section.

Grade Appeals Policy

Our institution is committed to maintaining a fair and transparent grading process for all students. While every effort is made to ensure accurate and consistent grading, students may occasionally have concerns about their final grades. This policy provides a structured process for students to appeal grades they believe are incorrect or unjust.

Explanation: 1. Initial Resolution with Instructor: Each student is encouraged to first attempt to resolve any grade concerns directly with the instructor responsible for the course. Open communication often resolves misunderstandings regarding grading criteria, assessment methods, or individual performance.

Timeframe: Students must contact their instructor within two (2) weeks of the course end date to discuss the grade in question.

Instructor Response: Instructors are expected to respond to the student's concerns within one (1) week of being contacted, offering clarification or adjustments if warranted.

Explanation: 2. Formal Grade Appeal Process: If the issue remains unresolved after discussing it with the instructor, students may submit a formal grade appeal through the college's online portal using the following steps:

1. The student must submit a completed Grade Appeal Form online within two (2) weeks of the instructor's response. The form should outline the specific reasons for the appeal and any supporting evidence (e.g., assignments, email correspondence).
2. The appeal will be reviewed by the Academic Program Director responsible for the course. The program director will evaluate all written documents and any supporting information provided by both the student and the instructor. **Timeframe:** The program director will render a decision within one (1) week of receiving the completed appeal form.
3. If the program director finds that a grade change is warranted, administrative adjustments will be made.

Explanation: 3. Grounds for Grade Appeal: Grade changes will only be considered if there is sufficient reason to believe that:

- Grading procedures were biased or not applied consistently.
- The grade was incorrectly calculated or recorded.

New information relevant to the grading process was not available at the time the original grade was assigned. Appeals based on requests for newly submitted work, general dissatisfaction with the grade, disagreement with the instructor's professional judgment, or perceived difficulty of the course will not be considered valid grounds for a formal appeal.

Explanation: 4. Final Appeal to the Chief Academic Officer: If the student is dissatisfied with the decision made by the program director, a final appeal can be submitted to the Chief Academic Officer (CAO) within one (1) week of receiving the program director's decision using the following steps:

1. The CAO will review the entire appeal, including all documentation from both the student and faculty, and may consult with relevant parties.
2. A final decision will be made by the CAO within two (2) weeks of receiving the appeal.
3. The CAO's decision is final, and no further appeals will be accepted.

Explanation: 5. Student Rights and Responsibilities: Students are responsible for ensuring that grade appeals are submitted within the specified timeframes.

All appeals must be supported with specific evidence or documentation.

Students should check their institutional email regularly for updates and responses during the appeal process.

In cases where grades are corrected, administrative adjustments to the student's academic record will be processed promptly.

The Grade Appeals Policy is designed to ensure that all students receive fair and accurate assessments of their academic performance. By following this process, students can address grading concerns in a structured, transparent, and timely manner.

Academic Renewal

Laurus College recognizes that students may face temporary life circumstances that negatively affect their academic performance. The Academic Renewal Policy provides eligible former students with a structured opportunity to return to the College and demonstrate renewed academic potential. Upon successful completion of the renewal period, students may have prior coursework excluded from their GPA calculation.

To be considered for Academic Renewal, a former student must meet all the following:

- **Prior Enrollment:** Previously enrolled at Laurus College.

- **Separation Period:** At least 6 months have passed since the student withdrew or was academically dismissed.
- **Academic Standing at Exit:** The student left the College with a cumulative GPA below 2.0 or can document that prior academic performance does not reflect current capability.

Students seeking Academic Renewal must:

1. **Complete the Re-entry Success Application.**
2. **Submit a Personal Statement** (minimum one page) addressing:
 - a. The circumstances that contributed to prior academic challenges.
 - b. What has changed since their departure and steps taken toward academic readiness.
 - Why they are committed to succeeding at Laurus College now.

If accepted, students will enter a structured Academic Support Period for up to six consecutive terms, with the following conditions:

- Students may enroll in only one course per term during this period.
- Students must actively participate in an assigned Academic Coaching Plan, which includes check-ins, study strategies, and progress monitoring. This participation demonstrates intentional commitment to success.
- Students must maintain regular and substantive interaction in the course to meet learning outcomes.

Failure to fully participate in either the Academic Coaching Plan or to meet Regular and Substantive Interaction (RSI) requirements will result in administrative withdrawal from both the course and the College. This ensures that the renewal opportunity is only extended to those demonstrating genuine readiness and engagement.

At the conclusion of the Academic Support Period, if the student has earned a minimum cumulative GPA of 2.0, the following will occur:

- Up to 36 quarter credits of prior coursework with grades of F, D, or C- may be excluded from the GPA calculation. These will be noted on the transcript as “Excluded via Academic Renewal.”
- The student’s official GPA and academic standing will be updated to reflect only the remaining coursework.
- Academic Renewal may only be granted once during a student’s academic career at Laurus College.

Please note:

- While grades may be excluded from the GPA, all previously attempted credits still count toward Satisfactory Academic Progress (SAP) and the 150% maximum timeframe for federal aid eligibility.
- Students should consult with a Student Financial Services Coordinator to understand how Academic Renewal may affect aid eligibility and whether a separate SAP appeal is required.

Institutional Refund Policies

Students are accepted and enrolled for classes with the understanding that they will remain for the entire course. The college's refund policy is designed so students who withdraw from class share in the costs incurred by the college for students who do not complete courses in which he or she has enrolled. Students must inform the Registrar of the college immediately in writing of their intent to withdraw from the program.

Refunds are processed and mailed within thirty calendar days from the date the College is notified of the student's intent to withdrawal, or in the absence of notification, from the date the College determines the student is to be withdrawn. Laurus College mails all refunds to the student's home address unless funding has been arranged through a third party. Students are encouraged to confirm their contact information is up to date and that the address in the College system is correct. See the Laurus College cancellation and refund policies below.

Student's Right to Cancel

Students have the right to cancel their agreement for a program of instruction, without any penalty or obligations, through attendance at the first-class session or the seventh calendar day after enrollment, whichever is later. After the end of the cancellation period, students also have the right to stop school at any time; and have the right to receive a pro rata refund if they have completed 60 percent or less of the scheduled days in the current payment period. (see Withdrawal from the Program Policy)

If a student wishes to cancel their enrollment, the cancellation request must be made in writing and sent directly to the Registrar of the College. The notice of cancellation is effective if it shows that the student no longer wishes to be bound by the Enrollment Agreement. Written notice of cancellation may be sent to the College by email, mail, or by hand delivery.

LAURUS COLLEGE

421 East Betteravia Rd., Suite 100

Santa Maria, CA 93454

Email: registrar@lauruscollege.edu

If the student sends notice of cancellation by mail, it is effective when deposited in the mail properly addressed with proper postage. Written notice of cancellation may also be sent to the College via email: registrar@lauruscollege.edu. If the student sends notice of cancellation by e-mail, it is effective when sent. However, **the student must confirm that the College received the email for the cancellation notice to be valid**. Students submitting a written notice of cancellation via email should request a 'read receipt' from the College. If the student does not receive an email confirmation from the Registrar within 24 hours of submission, the student should call the Registrar at 805-267-1690.

If the student cancels the Enrollment Agreement, the school will refund the student any money they paid, less the \$100 registration fee.

A student may withdraw from Laurus College for any reason. The student is responsible for completing the College's formal withdrawal procedures as outlined in the Withdrawal Policy of this Catalog. In addition, if a student registered via an online military portal, it is the responsibility of the student to withdraw via that same online military portal. A withdrawal is considered to have occurred on the date the student officially submits the withdrawal form or otherwise notifies the College of his or her desire to withdraw, or on the date the College determines the student ceased attendance or failed to meet published academic policies and is administratively withdrawn, whichever comes first. This is the date of determination (DOD) used to compute the refund according to institutional policy.

If a student is withdrawn from the College for any reason or if a student drops a course(s) within the period allowed in any given five (5)-week term, the amount already paid will be compared to the tuition of the completed portion of that five (5)-week term. Any amount the student has paid in excess of the required amount will be refunded; if the student has paid less than the required amount, the student will be responsible for paying the difference.

Laurus College is subject to and must abide by the refund policies of any branch, agency, or department of the federal government with which it is in any way associated or affiliated. In the event of a conflict between Laurus College's Institutional Refund Policy and the refund policy of an affiliated federal branch, agency or department, the federal refund policy may supersede that of Laurus College (see Return of Title IV Funds information). Additionally, Laurus College is obligated to comply with state regulations, including those of California and Nevada.

Refund Policy

Laurus College is committed to processing all refunds in compliance with federal, state, accreditor, and institutional regulations. Refunds are calculated based on the student's source of

funding and the timing of withdrawal from the program. The College recognizes three primary funding categories for refund purposes:

1. Title IV Federal Financial Aid
2. U.S. Department of Veterans Affairs (VA) Education Benefits
3. Cash Payments and Other Non-Federal Funding Sources

Sample Refund Calculation

Please Note: The explanation and calculation provided below is for example purposes only. Student finances are individualized and can vary greatly from student to student. Please contact the Office of Student Financial Services at, financialaid@lauruscollege.edu, or 805-719-6552, to answer any questions.

A student enrolls in a Degree Program and is charged \$4,000 in tuition and \$200 in program fees for 10 credits, over 10 weeks (2, 5-week terms). The student pays the full \$4,000 in tuition and \$200 in program fees = \$4,200. The payment period is 10 weeks in length, representing 70 days.

If a student stops attending at the end of the 4th week, (28 days), the % of time elapsed in the payment period is 28/70, or 40%. The amount of tuition the College would refund is \$2,400 ($\$4,000 \times 60\%$) and the amount of program fees the College would refund is \$120 ($\$200 \times 60\%$), less the \$100 registration fee, and less the Equipment Package which is non-refundable once received by the student.

Under California law, if a student withdraws after 42 days (60% of the 70-day payment period), the College is not required to, and will not, refund tuition or fees.

If the student withdraws after their initial one hundred quarter credits attempted in a bachelor's program, the Continuing Enrollment Equipment Package is also non-refundable.

Title IV Federal Financial Aid Recipients:

Student refunds for Title IV financial aid recipients are calculated on a pro-rata basis for those who withdraw up to the 60% completion point of the payment period. After a student has completed more than 60% of the payment period, the College will not, outside the circumstances listed below, refund any institutional charges.

A refund calculation is performed on all institutional charges, except for the following:

1. Registration Fee: A one-time, non-refundable registration fee of \$100.00.
2. Student Tuition Recovery Fund (STRF) Fee: This state-mandated fee is non-refundable.
3. Required Equipment Package: The charge for the student equipment package (including laptop, software, and/or program-specific kits) is non-refundable once the equipment has been issued to and accepted by the student.

The refund will be issued within 45 days of the date of withdrawal determination.

U.S Department of Veteran Affairs (VA) Education Benefits:

Tuition and fees paid directly to the College by the U.S. Department of Veterans Affairs are subject to VA payment and refund regulations. When the VA makes payment directly to the College, any required adjustments (due to withdrawal or schedule change) are processed through the VA, and any tuition refund is returned to the VA, not the student. Students receiving both VA and Title IV aid are subject to rules applicable to both programs, and institutional refunds apply only to charges paid through Title IV funds or by the student.

Cash, Private, or Other Non-Federal Funding:

Students who pay tuition and fees through cash payments, private loans, employer assistance, or scholarships are subject to the College's Tuition Refund Policy. Once the add/drop period has passed, tuition and fees become non-refundable, and students are responsible for the full cost of the enrolled term or course.

Exceptions to the Withdraw Policy:

In exceptional circumstances, the College may consider a refund or partial adjustment on a case-by-case basis. All requests for a refund after the 60% completion point must be submitted in writing and accompanied by supporting documentation. Examples of sufficient reasons include but are not limited to: serious medical emergencies or illness; death of a student or a student's immediate family member; unexpected military service obligations; extreme financial hardship involving sudden, unforeseen loss; and other extenuating circumstances beyond the student's control.

Circumstances that do not qualify for a refund exception include, but are not limited to, misunderstanding of deadlines, policies, or procedures as published in the College Catalog, website, or course syllabi; misunderstanding of course requirements or prerequisites; dissatisfaction with course content, instruction, or academic progress; conflicts with personal, work, child care, or vacation schedules; changes in financial aid or scholarship eligibility; personal errors in judgment; lack of transportation; or incarceration.

Student Rights under the Student Tuition Recovery Fund

The State of California established the Student Tuition Recovery Fund (STRF) to relieve or mitigate economic loss suffered by a student in an educational program at a qualifying institution, who is or was a California resident while enrolled, or was enrolled in a residency program, if the student enrolled in the institution, prepaid tuition, and suffered an economic loss. Unless relieved of the obligation to do so, you must pay the state-imposed assessment for the STRF, or it must be paid

on your behalf, if you are a student in an educational program, who is a California resident, or are enrolled in a residency program, and prepay all or part of your tuition.

- It is important that you keep copies of your enrollment agreement, financial aid documents, receipts, or any other information that documents the amount paid to the school. Questions regarding the STRF may be directed to the Bureau for Private Postsecondary Education, 1747 N. Market Blvd. Ste 225 Sacramento, CA 95834, (916) 574-8900 or (888) 370-7589.
- To be eligible for STRF, you must be a California resident or are enrolled in a residency program, prepaid tuition, paid or deemed to have paid the STRF assessment, and suffered an economic loss as a result of any of the following:
 - The institution, a location of the institution, or an educational program offered by the institution was closed or discontinued, and you did not choose to participate in a teach-out plan approved by the Bureau or did not complete a chosen teach-out plan approved by the Bureau.
 - You were enrolled at an institution or a location of the institution within the 120-day period before the closure of the institution or location of the institution, or were enrolled in an educational program within the 120-day period before the program was discontinued.
 - You were enrolled at an institution or a location of the institution more than 120 days before the closure of the institution or location of the institution, in an educational program offered by the institution as to which the Bureau determined there was a significant decline in the quality or value of the program more than 120 days before closure.
 - The institution has been ordered to pay a refund by the Bureau but has failed to do so.
 - The institution has failed to pay or reimburse loan proceeds under a federal student loan program as required by law or has failed to pay or reimburse proceeds received by the institution in excess of tuition and other costs.
 - You have been awarded restitution, a refund, or other monetary award by an arbitrator or court, based on a violation of this chapter by an institution or

representative of an institution, but have been unable to collect the award from the institution.

- You sought legal counsel that resulted in the cancellation of one or more of your student loans and have an invoice for services rendered and evidence of the cancellation of the student loan or loans.
- To qualify for STRF reimbursement, the application must be received within four (4) years from the date of the action or event that made the student eligible for recovery from STRF.
- A student whose loan is revived by a loan holder or debt collector after a period of non-collection may, at any time, file a written application for recovery from STRF for the debt that would have otherwise been eligible for recovery. If it has been more than four (4) years since the action or event that made the student eligible, the student must have filed a written application for recovery within the original four (4) year period, unless the period has been extended by another act of law.
- However, no claim can be paid to any student without a social security number or a taxpayer identification number.

Laurus College is subject to and must abide by the refund policies of any branch, agency or department of the federal government with which it is in any way associated or affiliated. In the event of a conflict between Laurus College's Institutional Refund Policy and the refund policy of an affiliated federal branch, agency or department, the federal refund policy may supersede that of Laurus College (see the Return of Title IV Funds section in the catalog for information). Additionally, Laurus College is obligated to comply with state regulations, including those of California and Nevada.

Withdrawal Policy

Students may withdraw from the college at any time after the cancellation period (described above) and receive a pro rata refund if they have completed 60 percent or less of the scheduled days in the current payment period. Days completed are determined from the start of the payment period through the last day of attendance or educationally related activity in the student's program. Subtracted from the refund will be the \$100 registration fee, Equipment Package, and Continuing Enrollment Equipment Package (if applicable). If the student has completed more than 60% of the period of attendance for which the student was charged, the tuition and program fees for the period are considered earned in full and the student will receive

no refund. If the student received Title IV Funds, the Return to Title IV Funds calculation, as described below, is performed first to determine the amount in Title IV funds the student is entitled to receive/retain.

For determining a refund under this section, a student shall be deemed to have withdrawn from a program of instruction when any of the following occurs:

- The student notifies the institution of the student's withdrawal or as of the date of the student's withdrawal, whichever is later.
- The institution terminates the student's enrollment for failure to maintain satisfactory academic progress; failure to abide by the rules and regulations of the institution; absences more than maximum set forth by the institution; and/or failure to meet financial obligations to the institution.
- If the student has received federal student financial aid funds, the student is entitled to a refund of money not paid from federal student financial aid program funds.
- If any portion of the tuition was paid from the proceeds of a loan or third party, the refund shall be sent to the lender, third party or, if appropriate, to the state or federal agency that guaranteed or reinsured the loan. Any amount of the refund more than the unpaid balance of the loan shall be first used to repay any student financial aid programs from which the student received benefits, in proportion to the amount of the benefits received, and any remaining amount shall be paid to the student. Refunds will be issued by check and mailed to the student's address on file within 30 days of notification or determination of a student's withdrawal.

Leave of Absence

A Leave of Absence (LOA) is a temporary, approved interruption in a student's program of study. The college offers several types of LOA to provide flexibility for students facing medical situations, military service, family care, financial hardship, or other personal circumstances. Students on an approved LOA are considered to be continuously enrolled.

Students are not required to apply for an LOA for institutionally scheduled breaks. Students wishing to take an LOA must apply in advance, unless prevented by unforeseen circumstances (e.g., a medical emergency). All requests must be submitted in writing to the Department of Student Success & Advising and include the reason for the request.

While on an official LOA, a student will not be subject to increases in tuition rates or additional institutional charges. Courses from which a student withdraws to take an LOA will be counted toward the calculation of attempted credits for Satisfactory Academic Progress (SAP) determination.

1. General Leave of Absence (For Students Not Utilizing Title IV Funding)

This policy applies to students using funding sources such as cash, private loans, military/VA benefits, or other non-Title IV aid.

Duration: Students may request a leave of absence for a period not to exceed one (1) calendar year.

Request Process: The student must complete the LOA application, stating the reason for the leave and the expected date of return.

2. Title IV-Specific Leave of Absence

To maintain compliance with federal regulations, this policy applies to any student who has received any form or amount of Title IV federal financial aid for their current program of study. If a student uses multiple funding sources that include Title IV funds, the Title IV LOA policy applies.

Duration: The total time for all leaves of absence granted to a student receiving Title IV aid may not exceed 180 days in any 12-month period.

Request Process: The student must complete the LOA application and provide all required documentation. Students awarded Federal Student Aid will not be eligible for additional disbursements while on LOA.

3. Military Leave of Absence

The college provides specific leave options for students who must interrupt their studies due to military service obligations, such as training, deployment, or a permanent change of station.

Duration: A Military LOA may be granted for the duration of the military orders plus necessary time to resume studies on the next available academic term. The cumulative absence for military service will not exceed three (3) years.

Readmission: Students returning from an approved Military LOA are guaranteed readmission to their program with the same academic standing. The student must provide notice of intent to re-enroll.

VA Funding: For students utilizing VA educational benefits, the college will report changes in enrollment status to the Department of Veterans Affairs in accordance with federal guidelines.

4. Worker's Compensation Period of Interrupt

Students attending through Worker's Compensation may interrupt their program for a period of no more than 180 days. To apply, the student must have their vocational counselor provide written notification of the interrupt request to the college.

STUDENT FINANCING

Financial Assistance

Laurus College offers a variety of financial plans for those students who qualify for financial aid. These plans include a combination of student loans and grants. The variety of available plans affords flexibility in choosing the one best suited for a specific need. The college offers individual financial planning sessions for each student and family.

State Student Financial Aid

Laurus College does not participate in State financial aid programs.

Federal Student Financial Aid

Laurus College is approved to offer federal financial aid to those students enrolled in eligible programs and for those who qualify for the federal programs. Laurus College is an eligible institution to offer Federal Subsidized and Unsubsidized Direct Loans, Federal Parent Plus Loans, Federal PELL Grants, FSEOG, and Federal Work Study to students enrolled in programs eligible for these programs. Students obtaining a federal loan for financial assistance will be obligated to repay any amount of money disbursed from the loan, as well as all interest incurred during the loan period; students receiving federal grant assistance may not be required to repay the amounts received as part of the grant. Repayment of the grant is dependent on whether or not the student graduates. Interested students should contact a Student Financial Services Coordinator at the college (805-267-1690) for assistance with the application process for these aid programs. Please see the Laurus College website at lauruscollege.edu for further consumer information about federal financial aid programs.

Loans

To be eligible for Federal Direct Loans, the student must maintain enrollment in an eligible program, have a high school diploma or equivalent, maintain SAP, be enrolled at least one course per term, be either a US citizen, permanent resident, or other eligible noncitizen, cannot be in default or have an overpayment of another Title IV grant or loan. The Student Financial Services Representative is available to help the student apply and understand the eligibility and amounts awarded.

PELL

The amount of Federal Pell Grant a student may receive is based on their Student Aid Index (SAI) from the FAFSA and their enrollment status, which may be less than half time, half-time, three-

quarter time, or full time. The Student Financial Services Representative is available to help students apply for the Pell Grant, review eligibility, and understand how their enrollment level affects the amount awarded.

Verification

Upon receipt of an ISIR returned with a verification or c-code flag, the student will be contacted and informed of the necessary requirements/information to resolve and correct the issue based on their verification group code. Students will be given deadlines to return the paperwork but may not attend more than 2 terms with incomplete or missing paperwork. At the conclusion of the 2nd term, the student will receive the final notification that their enrollment will be terminated based on failure to submit required information. The individual verification items that an applicant must verify are based on the Verification Tracking Group to which the applicant is listed.

FSEOG

The FSEOG is a grant designed to help students with high financial need cover tuition and other educational costs. The school's yearly FSEOG authorization from ED is allocated throughout the award year for each class start. FSEOG is awarded to Pell eligible students first, using Student Aid Index (SAI). FSEOG can be awarded to non-Pell eligible students but only after all Pell eligible students have been awarded in each group. During the awarding process a running tabulation of the awards made must be kept so as not to overextend the fund allocation for the start. Laurus will divide the yearly authorization over each term of the award year. The institutional match portion is equal to 25% of the award. The match will be in the form of Institutional Tuition Waiver. This tuition waiver is non-refundable and is simply pro-rated back to the student ledger should the student drop or otherwise require a refund. The match will be posted to the student's ledger on the same day as the federal portion of the SEOG is credited to the student's ledger. The match will be done on an individual basis. The minimum FSEOG award is \$100 and the maximum is \$4000 per award year.

Federal Work Study (FWS)

The positions available for FWS will be peer mentor, Department of Student Success & Advising administrator, and reading/math tutor. The number of jobs available at each position will be capped by the amount of FWS funds available during the academic year and the need for jobs at each position as determined by the college management team. Any student who is not on SAP and has completed a FAFSA for the academic year may apply for any position. Students must be qualified to perform the duties of the position for which they are applying. If more qualified students apply than there are positions available, priority will be given those students who have completed the greatest percentage of their programs. To apply, students contact their instructor

to arrange an interview. For internal positions, students will complete an employee application and associated employee paperwork. For reading/math tutor positions, students will complete the application required at the participating facility.

For purposes of Title IV HEA programs, the institution's definition of a quarter credit is described in the "Academic Information" section of this catalog.

Textbooks

Laurus College only provides the digital/in-course version of the materials. Many course materials include Cengage resources with their ISBN included. If available, a hard-copied version will be listed on Cengage (cengage.com). If not, students can use the ISBN of whatever text is listed to purchase a physical version from another retailer. In many situations, publishers will offer an inexpensive, Print-on-Demand option within their platform if students want a physical version after the course begins.

Employer Tuition Assistance

Many employers offer tuition assistance to their employees attending Laurus College. A prospective student is encouraged to consult with the human resources department prior to registering for a term to learn how their employer calculates tuition assistance and when it is paid. Laurus College accommodates all types of tuition assistance plans.

Vocational Rehabilitation

Vocational Rehabilitation is designed to help disabled individuals prepare for, or return to, productive activity. Training, personal counseling and other services are provided to those who have physical or mental disabilities that hinder employment. Services to eligible individuals are provided by state agencies for vocational rehabilitation. Further information may be obtained by contacting the *lo* Veterans Vocational Rehabilitation (Chapter 31) Veterans Vocational Rehabilitation is a program designed to assist service-disabled veterans to obtain suitable employment and promote maximum independence in daily living. Professional counselors from the Department of Veterans Affairs assist in preparing an individual plan, which includes services and financial assistance necessary to complete a designated program. Students seeking additional information pertaining to this type of benefit should contact the Vocational Rehabilitation Department of the Department of Veterans Affairs.

All attendance information is considered part of the student's official school record and is available to Vocational Rehabilitation Counselors for review upon request. Students attending school through a third-party organization should contact their Vocational Rehabilitation Counselor, as well as their instructor, to inform them of any absence from class.

Grade reports are issued to students and Vocational Rehabilitation Counselors (if applicable) at the completion of each term. Students are graded on their academic progress based on in-class assignments, homework assignments, practical application projects, attendance, quizzes, and exams as indicated on the course syllabus. All grades will be recorded on the student's transcript and averaged to decide the final grade for the program. The Cumulative Grade Point Average (CGPA) is calculated as a weighted average. For each course, the credit hours are multiplied by the quality points. The result is summed up and divided by the total credit hours to yield the CGPA.

Students may face suspension from class for reasons such as disruptive behavior, disrespectful behavior toward other students or instructors, or arriving for class under the influence of alcohol or illegal drugs. Notification of suspension will be mailed to the student as well as the Vocational Rehabilitation Counselor if applicable. A student who receives two (2) or more suspensions may be officially dismissed from the college.

Tuition is due and payable when indicated by the enrollment agreement signed by the student. If a tuition payment check is returned due to insufficient funds, Laurus College reserves the right to drop all current and future classes for that student. Students will be notified of this action and assessed a return check charge. Laurus College may require students who have written multiple non-sufficient funds checks to make all future payments by cashier's check, cash, or money order. Laurus College reserves the right to modify tuition at any time, though the cost of tuition specified in any enrollment agreement will be valid during the time the agreement is in effect. Students attending school through Workmen's Compensation or Veteran's Affairs should work with his or her Vocational Rehabilitation counselor to arrange approval for payment to the school.

Veterans Programs

Laurus College's on-site locations in California and Nevada serve as regional hubs for our vibrant learning community. (All Laurus students are welcome at both our California and Nevada hubs; however, VA benefit approval currently applies only to California locations or LION locations.) These centers provide a supportive and familiar environment where students can connect with each other, access essential resources, and receive personalized support from dedicated Laurus College faculty and staff. Here, students will find everything they need to succeed, from computer labs and quiet study areas to in-person faculty office hours and student support services. Our locations also offer a valuable opportunity to hone your Essential Employability Skills (EEQs) through hands-on practice, preparing you for career success.

Laurus College proudly supports our veteran and military-affiliated students. To assist with the enrollment process, the College's standard registration fee is completely waived for all applicants who are eligible for and utilizing Department of Veterans Affairs (VA) educational benefits (including, but not limited to, Chapter 33, Chapter 31, and Chapter 35).

To qualify for this waiver, applicants must notify their Admissions Representative of their intent to use VA funding and provide official proof of benefit eligibility (such as the VA Certificate of Eligibility or an updated Statement of Benefits) during the application process. This waiver applies exclusively to the registration fee and does not reduce or alter the standard tuition, Equipment Package, or Program Fees associated with the student's selected program of study.

Veterans Education Benefits (Chapters 30, 33, 35, 1606)

Laurus College offers a variety of programs of study approved for the training of veterans. Check with a Veterans Affairs (VA) representative for a current listing of degree programs approved for VA education benefits. Visit the college website for updated information about using the GI Bill® while attending Laurus College. GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA).

The Department of Veterans Affairs (VA) determines student eligibility for educational benefits. More information about education benefits offered by VA is available at the official U.S. government Web site at www.benefits.va.gov/gibill. An eligible student may call the VA at **(888) 442-4551 (888-GIBILL1)** or visit the **VA website at www.va.gov/education/** for the most current information.

Term and Status for Students Using VA Education Benefits

- A student using VA education benefits may enroll in multiple courses within a term.
- A student must meet **satisfactory academic progress (SAP) standards** in all enrolled courses and complete all coursework within the **five (5)-week term**.
- Coursework is taken and VA funding is awarded according to VA enrollment rules and institutional policies.
- Each student is required to meet the regular and substantive interaction policies by encouraged to interact with course instructors regularly to maximize the learning experience.
- Each student is required to show consistent progress in all courses.
- Laurus College monitors student progress on a regular basis to ensure compliance with VA regulations.

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. Specifically, at Laurus College, approval for using VA educational benefits is currently limited to our California and LION locations. Applicants must first check with the Veterans Affairs Administration Office their general eligibility for benefits and confirm whether those benefits can be applied at their chosen Laurus College location.

Laurus College 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 College'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 College's financial policies and procedures.

Federal Student Aid (FSA) Programs

Financial Aid is available to those who qualify. Department of Defense (DOD) personnel are entitled to consideration for all forms of financial aid that Laurus College makes available to students.

Federal Pell Grant Program

The Federal Pell Grant, unlike a loan, does not have to be repaid. A student's eligibility for a Pell Grant is calculated using a formula developed by the U.S. Congress and information submitted by the student on the Free Application for Federal Student Aid (FAFSA). The amount awarded to a student depends on the student's cost of attendance, SAI Student Aid Index and enrollment status (full-time, $\frac{3}{4}$ time, half-time, or less-than-half-time). The maximum award grant is given to any student who is Pell-eligible and also meets the criteria for the Iraq and Afghanistan Service Grant (listed below).

Return of Title IV Funds

The Federal Return of Title IV funds formula (R2T4) dictates the amount of Federal Title IV aid that must be returned to the federal government or the lending institution by the school and/or the student. The federal formula is applicable to an eligible student receiving federal aid when that student withdraws on or before the 60% point in time in the payment period. If a student does not begin training, the R2T4 formula does not apply.

For official withdrawals, a student's withdrawal date is the date the school received notice from the student that they are withdrawing. For unofficial withdrawals, a student's withdrawal date is their last day of physical attendance or last educationally related activity. Laurus College's determination that a student is no longer in school for unofficial withdrawals is determined after 14 consecutive days of non-attendance.

The federal formula requires a Return of Title IV calculation if the student received or could have received (based on eligibility criteria) federal financial assistance in the form of Pell Grants, Plus loans and withdraws on or before completing 60% of the payment period. The percentage of Title IV aid earned is equal to the percentage of the payment period that was completed as of the withdrawal date if this occurs on or before the 60% point of time. A payment period is defined as 10 weeks. The percentage that has not been earned is calculated by subtracting the percentage of Title IV aid earned from 100%.

The percentage of the payment period completed is calculated by the credit hours attended in the payment period as of the withdrawal date divided by the scheduled credit hours in the payment period. The amount to be returned is calculated by subtracting the amount of Title IV assistance earned from the amount of Title IV aid that was or could have been disbursed as of the withdrawal date.

If a student receives less Title IV funds than the amount earned, Laurus College will offer the student a disbursement of the earned aid that was not received at the time of their withdrawal which is a post withdrawal disbursement. Post withdrawal disbursements will be made from Pell grant funds first if eligible. If there are current educational costs still due the school at the time of withdrawal, a Pell grant post withdrawal disbursement will be credited to the student's account. Any Pell grant funds in excess of current educational costs will be offered to the student. Any federal loan program funds due in a post withdrawal disbursement must be offered to the student and the school must receive the student's permission before crediting their account.

The following Title IV refund distribution is used for all FA students due a refund:

- Federal Unsubsidized Direct Loan
- Federal Subsidized Direct Loan
- Federal Direct PLUS Loan

- Federal Pell Grant
- FSEOG
- Federal Work Study

Refunds will be made to the federal programs within 45 days of notification or determination of a student's withdrawal.

The statute requires that a student is responsible for all unearned Title IV program assistance that the school is not required to return. This is determined by subtracting the amount returned by Laurus College from the total amount of unearned Title IV funds to be returned.

For Nevada Residents:

Laurus College operates in accordance with Nevada Revised Statute (NRS 394.553). These provisions, listed below, provide important information to students regarding the existence and purpose of the Account for Student Indemnification.

Account for Student Indemnification

1. The Account for Student Indemnification is hereby created in the State General Fund. The existence of the Account does not create a right in any person to receive money from the Account. The Administrator shall administer the account in accordance with regulations adopted by the Commission.
2. Except as otherwise limited by subsection 3, the money in the Account may be used to indemnify any student or enrollee who has suffered damage as a result of:
 - (a) The discontinuance of operation of a postsecondary educational institution licensed in this state; or
 - (b) The violation by such an institution of any provision of [NRS 394.383](#) to [394.560](#), inclusive, or the regulations adopted pursuant thereto.
3. If a student or enrollee is entitled to indemnification from a surety bond pursuant to [NRS 394.480](#), the bond must be used to indemnify the student or enrollee before any money in the Account may be used for indemnification.
4. In addition to the expenditures made for indemnification pursuant to subsection 2, the Administrator may use the money in the Account to pay extraordinary expenses incurred to investigate claims for indemnification or resulting from the discontinuance of the operation of a postsecondary educational institution licensed in this state. Money expended pursuant to this subsection must not exceed, for each institution for which indemnification is made, 15 percent of the total amount expended for indemnification

pursuant to subsection 2 or \$10,000, whichever is less.

5. No expenditure may be made from the Account if the expenditure would cause the balance in the Account to fall below \$10,000.
6. Interest and income earned on the money in the Account, after deducting any applicable charges, must be credited to the Account.
7. The money in the Account does not lapse to the State General Fund at the end of any fiscal year.

STUDENT SUCCESS & ADVISING

Student Advocates

The Department of Student Success & Advising plays a vital role in supporting each student throughout their chosen degree program at Laurus College. The mission of the Student Success & Advising team is to provide high-quality support that fosters academic, professional, and personal success. Laurus College is dedicated to helping students maximize their individual strengths while addressing their unique needs.

The Department of Student Success & Advising also work collaboratively with other departments to ensure a seamless and exceptional experience for every student at Laurus College.

As part of this support system, students are assigned an Academic Excellence Specialist (AES) for their first two terms. The AES works closely with students to establish realistic goals that support the timely completion of courses and align with their graduation objectives. Regular communication ensures that students receive personalized guidance, fostering educational growth while celebrating milestones and achievements early in their academic journey.

After the first two terms, students are supported by their Student Advocates (SAs), who continue this personalized process of exploration and discovery.

Student Advisors can assist with:

- Academic advising
- Encouraging accountability to academic plans
- Early SAP intervention program
- Providing academic motivation and goal-setting guidance
- Offering initial support for non-academic challenges, such as study habits and time management
- Referring students to appropriate Laurus College resources for additional support
- Implementing appropriate interventions for students identified as at-risk.
- Communicating student concerns to the relevant department

While Student Advisors and Academic Excellence Specialists are here to support and guide students, each student is ultimately responsible for their academic decisions and education. To ensure Laurus College can provide the best assistance, students are encouraged to promptly communicate their needs and concerns to the appropriate parties.

Together, the Student Success & Advising team creates a supportive environment where students can confidently pursue their educational and professional aspirations.

Academic Advising and Support Services

Laurus College provides academic advising and support services through the Academic Support Program. Students may also seek extra assistance from college instructors in addition to scheduled class meeting times if extra academic assistance is needed. All on-site locations are open and available for student access on Fridays, during which time students may make arrangements with their instructors for additional academic or tutorial assistance. Laurus College administration will schedule students in appropriate courses to complete his or her program of study.

Academic Support

Laurus College offers academic support within the College's virtual learning environment. Students seeking academic assistance at no additional costs can be requested through email: tutoring@lauruscollege.edu.

Advising

Laurus College aims to help students succeed in their chosen program. If additional personal assistance is needed, students can speak with the Director of Student Success & Advising to obtain referrals to information on other sources who may be able to assist. Laurus College does not offer professional counseling.

Challenge Exams

This policy outlines the regulations and procedures governing challenge exams. Challenge exams are designed to allow students to demonstrate proficiency in course learning outcomes through prior education or experience when direct transfer credit is not applicable (e.g., expired college credits, insufficient course credits, professional licensure/certifications). Challenge exams are available for a select number of courses. Information regarding specific courses offering challenge exams can be obtained from the student's academic excellence specialist, advocate, or program director.

Teaching and Learning Center

The Teaching and Learning Center (TLC) provides assistance to both students and instructors. Student academic support is provided through resources such as: tutorials, live chat sessions, webinars, and individualized tutoring, for most courses. In addition to student support, TLC provides professional development, training, and support for all instructors. Offerings include asynchronous and synchronous webinars and workshops over a variety of topics, ensuring instructors stay abreast of the latest instructional best practices for online teaching and learning.

The goals of the TLC include:

- Enhance student learning and academic achievement.
- Provide academic support and resources for students and instructors.
- Help students identify learning styles and develop effective study strategies.
- Improve the academic performance of students who are struggling with coursework.
- Provide professional development on the latest instructional practices for online teaching and learning.

Guided Pathway to a Future-Ready Career

At Laurus College, your education is designed to connect what you learn in the classroom with the skills and confidence needed for professional growth. From your first course onward, you'll follow a guided academic pathway that helps you prepare for career advancement in today's dynamic job market.

Our programs are built on three core principles that support your journey toward becoming career ready:

- **Education That Builds Employability:** Every Laurus College program emphasizes skills that contribute to long-term professional success. Courses encourage the development of communication, collaboration, problem solving, and adaptability—qualities that support advancement in any career field.
- **Applied Learning and Professional Awareness:** Students participate in learning experiences that connect classroom study to practical application. Projects, case studies, and career discussions help reinforce the relevance of course topics to the modern workplace.
- **Faculty with Real-World Perspective:** Laurus College instructors bring both teaching experience and professional insight to the classroom. Their backgrounds help students understand how course concepts relate to industry expectations and professional growth opportunities.

At Laurus College, we believe education is more than coursework, it's preparation for lifelong learning and personal achievement. Our programs are designed to help you gain the knowledge, confidence, and perspective to take the next step in your professional journey.

Laurus College does not guarantee employment.

Library and Learning Resource Center

Laurus College provides all undergraduate students with access to a virtual library. The virtual library includes subscriptions to resources in The ProQuest Research Library. This portfolio includes more than 90,000 sources – over 450,000 e-books - from 1971 forward. It features a highly respected, diversified mix of scholarly journals, trade publications, magazines, and newspapers. The library includes selected databases of books, journals and articles, videos, e-books, dissertations, theses, dictionaries, encyclopedias, handbooks, and other resources to assist students with coursework.

Laurus College have extensive online resources available 24/7 through the MyLaurus student portal <https://mylaurus.lauruscollege.edu/>. We are committed to providing our students with resources and services that are essential for their academic needs, regardless of distance or location. Electronic databases are available for student access at any Laurus College computer station and can be accessed by students offsite through the Laurus College website at www.lauruscollege.edu and the MyLaurus student portal <https://mylaurus.lauruscollege.edu/>. Instructors have been trained to assist students with the use of this online resource to fulfill their research needs outside of the normal Librarian hours.

In addition to the reference materials onsite and available virtually, students can also access the resources available at the public libraries.

Student Grievance Policy

Our institution is committed to providing a fair, timely, and respectful grievance resolution process for students experiencing concerns related to their academic experience, enrollment, services, or interactions with faculty and staff.

Informal Resolution: Open Door Policy

Laurus College faculty and staff are committed to resolving most issues within 72 hours whenever possible. Depending on the nature of the issue, students may contact:

- Their instructor for academic or grading matters
- The Department of Student Success & Advising at studentservices@lauruscollege.edu or (805) 267-1690
- Their Program Director or Department Lead for department-specific concerns

If the issue pertains to academic matters (e.g., grades, course delivery), students should also review any applicable academic policies in this catalog or the Student Handbook.

This approach allows the College to provide timely, personalized support without requiring a formal escalation.

Formal Grievance Process

If the concern cannot be resolved informally, students have the right to submit a formal grievance within ten (10) working days of the informal resolution attempt. The formal grievance process includes the following steps:

Step 1: Submit the Grievance Form: Students must complete a Grievance Form, available through the Student Portal or upon request from the Department of Student Success & Advising. The completed form must include:

- A clear description of the concern
- The date of the incident and any informal resolution attempts
- Supporting documentation, if applicable
- The student's full name and Student ID number

The completed form should be submitted via the Student Portal or emailed to studentservices@lauruscollege.edu. Students will receive written confirmation of receipt within **five (5) business days**.

Step 2: Appeals Committee Review: The Appeals Committee, composed of academic and administrative leaders unaffiliated with the concern, will review the grievance and all related materials. The committee will meet in closed session and issue a resolution decision within 30 calendar days of receipt. The student will receive the outcome via their institutional email within 10 business days of the committee meeting.

Step 3: Appeal to the President: If the student is not satisfied with the Appeals Committee's decision, they may submit a written appeal to the President within 30 calendar days of receiving the decision. The President, in consultation with the Executive Team, will review the full case and provide a final written response within 30 calendar days of receipt.

3. External Oversight: If the issue remains unresolved after following institutional grievance procedures, students may contact the relevant accrediting or regulatory bodies:

Residents of California: For grievances related to non-compliance with institutional standards. A student or any member of the public may file a complaint about this institution with the Bureau for Private Postsecondary Education by calling (888) 370-7589 or by completing a complaint form, which can be obtained on the bureau's internet website www.bppe.ca.gov.

Bureau for Private Postsecondary Education (BPPE)

Toll-free: (888) 370-7589 | www.bppe.ca.gov

Residents of Nevada: Students enrolled in licensed, private postsecondary educational institutions have the right to register a legitimate complaint with the Nevada Commission on Postsecondary Education. Prior to filing a complaint, students must attempt to resolve the issue with school officials according to the policies of the school they are attending. If a resolution cannot be reached, students may contact the Commission, which will attempt to resolve the issue. If a resolution cannot be reached, students will be required to complete a formal complaint form. Formal complaints are investigated by staff, and a decision is made by the administrator of the Commission. If either party does not agree with that decision, an appeal to the full Commission may be requested.

Commission on Post Secondary Education

2800 E. St. Louis Avenue, Las Vegas, NV 89104

Phone: (702) 486-7330

Fax: (702) 486-7340

Email: cpe@detr.nv.gov

Residents of Indiana: Grievances that cannot be satisfactorily resolved with the college; a student can contact the Indiana Commission for Higher Education using the provided complaint form. Procedures for filing a complaint can be found at <https://www.in.gov/che/student-complaints/>.

Distance Education Accrediting Commission (DEAC): For concerns about academic compliance or accreditation issues.

Phone: (202) 234-5100 | www.deac.org

Additional Notes: Laurus College recommends, but does not mandate, that the internal grievance resolution process be followed before escalating to external bodies.

Students should include their student identification number in all formal correspondence to facilitate efficient processing of their grievance.

This grievance policy is designed to ensure fairness, transparency, and timely resolution of concerns within 90 days.

Statement of Nondiscrimination

Laurus College is committed to providing an educational and employment environment that is free from discrimination, harassment, and retaliation. As a result, Laurus College does not discriminate against any employee, applicant for employment, student, or applicant for admission on the basis of actual or perceived: Age, Citizenship, Color, Race, Disability, Ethnicity, Gender, Sex, Religion, or any other protected characteristic under applicable local, state, or federal law.

Title IX Sexual Harassment Policy

As required by state and federal law, Laurus College's policy prohibits sexual discrimination, sexual violence, or sexual harassment by any of its employees, students, staff, faculty, or anyone conducting business on college premises, which includes the online or physical classroom, and any location used for an off-site school function, program, or activity.

The Title IX of the Education Amendments of 1972 (Title IX) requires Laurus College to ensure that all its education programs and activities do not discriminate based on sex. Prohibited sex discrimination includes but is not limited to sex-based harassment, sexual assault, dating and domestic violence, stalking, quid pro quo harassment, and hostile environment harassment. Laurus College also prohibits retaliation against any person opposing discrimination or harassment. Laurus College staff and faculty receive special Title IX and sexual harassment prevention training.

Harassment Grievance Procedures

Laurus College takes student safety very seriously; anyone who witnesses or experiences inappropriate and harassing behavior of a sexual nature is asked to report such behavior immediately to the Title IX Coordinator, a Campus Security Authority, Human Resources Director, the President, or an instructor.

Any person may report sex discrimination or harassment in person, by mail, by telephone, by video, or by email, using the contact information listed for the Title IX Coordinator. A report may be made at any time, including during non-business hours.

Title IX Coordinator: Dr. Karen Edwards, 81 Higuera St., Suite 110, San Luis Obispo, CA 93401; Phone: (805) 719-6562; Email: TitleIX@lauruscollege.edu.

For any complaint or report received, the Title IX office will take immediate action to offer supportive measures and initiate an investigation. All investigations will be conducted in an objective and nonpartisan manner. An equitable determination of fact will be based on a

preponderance of evidence. In all cases, the school's inquiry will be prompt, thorough, and impartial. Both parties will be afforded similar and timely access to information. A live hearing will be conducted, as required by law. In cases involving potential criminal conduct, school personnel, consistent with State and local law, will notify appropriate law enforcement officials or other appropriate authorities. Throughout the process, retaliatory actions will not be tolerated. Once the school's investigation is complete, all involved parties will be notified in writing as to the outcome of the complaint.

For additional information on Laurus College's Title IX Policy, please see the [Campus Safety & Emergency Handbook](#) and/or contact the Title IX Coordinator at TitleIX@lauruscollege.edu.

Questions regarding Title IX policy, including its application and/or concerns about noncompliance, should be directed to the Title IX Coordinator.

Code of Conduct and Academic Integrity Policy

Our institution is committed to maintaining the highest standards of academic integrity, professional conduct, and ethical behavior. This policy applies to all students, faculty, and staff involved in academic programs, courses, and activities. Any violations of academic integrity or professional conduct will be addressed promptly through the appropriate channels.

Academic Integrity Standards

Academic integrity is the foundation of our college community's intellectual and social life. All students are expected to maintain honesty in their coursework and academic efforts. Academic misconduct undermines trust within the community and may result in serious consequences.

Violations of Academic Integrity include, but are not limited to:

- **Cheating:** Using unauthorized materials, information, or assistance in any exam or evaluation.
- **Plagiarism:** Presenting another's work as one's own without proper citation or acknowledgment.
- **Fabrication/Forgery:** Using invented, counterfeited, or altered information, data, or documentation.
- **Multiple Submissions:** Submitting the same or similar work in more than one course without prior permission from all instructors.
- **Complicity:** Assisting or attempting to assist others in committing academic dishonesty.

Academic Integrity Violations and Sanctions

Violations are categorized into three levels based on the severity of the infraction. Sanctions are recommended accordingly but may vary depending on the circumstances and specific academic programs.

Level One Violations

- *Examples:* Minor plagiarism, unintentional failure to cite, or small sections of improperly referenced material.
- *Sanctions:* Point reduction on the assignment, a required tutorial on proper citation.

Level Two Violations

- *Examples:* Moderate plagiarism, submitting the same work in multiple courses without permission, using unauthorized materials in assessments.
- *Sanctions:* Failing grade on the assignment or course, academic probation.

Level Three Violations

- *Examples:* Repeat offenses, fabrication of data, severe plagiarism, impersonation during an exam, violations resembling criminal activity, sabotage of another student's work.
- *Sanctions:* Academic dismissal, possible revocation of degrees or credits already earned.

Behavioral Misconduct

In addition to academic dishonesty, students are expected to conduct themselves in a manner that supports the integrity and reputation of the institution. The following are examples of non-academic misconduct:

- **Misuse of University Resources:** Including unauthorized use of intellectual property, course materials, and technological resources.
- **Property Violations:** Unauthorized use, alteration, or destruction of institutional property.
- **Misuse of Electronic Communication:** Engaging in unethical or illegal use of computer systems, including plagiarism through online platforms.
- **Threats and Harassment:** Engaging in any form of bullying, intimidation, or harassment toward other students, faculty, or staff.

Behavioral Misconduct Violations and Sanctions

The institution categorizes violations of behavioral misconduct into levels based on severity. Recommended sanctions may vary depending on the circumstances and specific academic programs.

Level One Behavioral Misconduct

- *Examples:* Minor misuse of college resources (e.g., unauthorized printing of excessive personal documents), unintentional minor damage to institutional property, isolated instances of inappropriate electronic communication not involving harassment or threats.
- *Sanctions:* Warning, assignment of a required educational module on appropriate conduct, restitution for damages, temporary restriction from specific college resources.

Level Two Behavioral Misconduct

- *Examples:* Repeated Level One violations, moderate misuse of college resources, significant but not malicious damage to institutional property, engaging in bullying or intimidation without direct physical threat, disrespectful behavior towards other students, faculty, or staff, repeated violations of electronic communication policy, attendance while intoxicated.
- *Sanctions:* Disciplinary probation, suspension from a class, suspension from the institution for a defined period, restitution for damages, mandatory counseling, or behavioral intervention.

Level Three Behavioral Misconduct

- *Examples:* Repeat offenses of Level Two behavioral misconduct, two (2) or more class suspensions, severe or malicious damage to institutional property, sustained or severe threats or harassment, violations resembling criminal activity (e.g., theft of college property, severe cyberbullying), deliberate sabotage of another student's property or work, gross misuse of technological resources impacting college operations or safety.
- *Sanctions:* **Academic dismissal, permanent expulsion from the institution, revocation of degrees or credits already earned.** In such cases, the institution deems the student's conduct fundamentally incompatible with the institution's values and safety.

Notification

The institution will send notification of class or institutional suspension or dismissal to the student as well as the Vocational Rehabilitation Counselor (if applicable).

Suspicious Activity Monitoring

The institution will review students who engage in aggressive and unprofessional behavior, particularly regarding their eligibility for federal student aid. The institution will also review students sharing common traits with other Laurus College students for suspicious activity.

A review of common traits includes, but not limited to:

- Physical address.
- IP addresses.
- Telephone numbers.
- Personal references.

- Email addresses.

Students that the institution determines are in violation of this policy will be immediately withdrawn from the institution and reported to the Office of the Inspector General, U.S. Department of Education.

Investigation and Due Process

Students accused of academic or behavioral misconduct will be notified in writing and given the opportunity to respond.

Notification: The academic administrator or relevant committee will review the allegations and notify the student of the outcome.

Appeal Process: Students have the right to appeal any sanctions within seven (7) calendar days of notification. Appeals will be reviewed by the Chief Academic Officer.

Reporting Misconduct

Students, faculty, or staff who become aware of any violations of academic integrity or conduct may report the incident to the academic department, using appropriate forms or contacting administrators directly.

AI Usage Policy

Artificial Intelligence (AI) Philosophy

Laurus College's mission is to provide high-quality, flexible, and future-ready programs aligned with employability skills for the job market. To fulfill that mission, our academic programs are designed to incorporate real-world applications, industry-standard practices, and technologies that graduates will encounter in professional environments.

Laurus College's commitment to our mission includes pursuing and developing an academic curriculum that is thoughtfully developed and leverages the latest advancements in artificial intelligence.

To this end, Laurus College has embarked on an effort to update the curriculum and its delivery systems based on feedback from our program advisory committees. As part of this initiative, AI skills were intentionally integrated throughout the curriculum and into course outcomes, learning activities, and assessments.

As a result, AI-related activities are now embedded throughout many programs, with future efforts to enhance this integration already underway. For example, assignments requiring AI-enabled tools or AI-generated outputs serve different educational purposes, including using AI to

generate reports, provide feedback on student-created work, or evaluate data. In some activities, students are asked to analyze AI-generated output, then critically assess the strengths, limitations, ethics, and appropriateness of the results. Other assignments request students to use websites that are AI-powered for data gathering and presentation. Through these initiatives, students not only learn to use AI tools, but they also evaluate, interpret, and exercise professional judgment regarding all things AI.

Throughout this important and ongoing process, Laurus College remains committed to preparing graduates who can thoughtfully and ethically leverage AI and other emerging technologies to meet the demands of a rapidly changing professional landscape.

Commitment to Responsible AI Use

Laurus College is dedicated to empowering faculty, staff, and students to integrate artificial intelligence responsibly, enhancing the school's commitment to quality education and experience.

Guidelines for Responsible AI Use

Students, faculty, and staff are encouraged to use AI tools in ways that align with the college's **AI Commitment Statement**. Responsible use means:

1. Ensuring that all AI-assisted work reflects original thought.
2. Using AI to enhance learning, not replace effort or critical thinking.
3. Acknowledging and properly citing AI-generated content when applicable.

Misuse of AI, including but not limited to the submission of unoriginal work or reliance on AI tools to bypass meaningful engagement with course materials, violates the college's Code of Conduct. Violations will be subject to disciplinary action as outlined in the Code of Conduct.

Practical Applications of AI for Students

Laurus College encourages students to responsibly explore AI tools in the following ways:

- **Research and Idea Generation:**
 - Use AI to help brainstorm ideas for essays, projects, or discussion posts.
 - Generate initial lists of topics or questions to explore in your coursework.
- **Drafting and Outlining:**
 - Leverage AI to create outlines for written assignments, helping you organize your ideas before drafting.
 - AI tools can assist in outlining research papers by suggesting headings or section structures.
- **Writing Assistance:**

- Use AI to check grammar, spelling, and sentence structure in your writing.
- Try AI tools for paraphrasing or rephrasing sentences to enhance clarity and readability, but ensure the final work is in your own words.
- **Summarization:**
 - Summarize long readings or research articles using AI tools to help you capture key points and focus your study time.
 - AI can create summaries of lectures or notes, allowing you to reinforce key concepts.
- **Study Support:**
 - Create flashcards or practice quizzes using AI to reinforce course material.
 - Use AI to explain difficult concepts by generating examples or analogies that support understanding.
- **Time Management and Productivity:**
 - Use AI-based scheduling and productivity tools to organize study sessions, set reminders for deadlines, or break large assignments into manageable tasks.
- **Presentation Assistance:**
 - Generate visual aids or presentation ideas with AI to help communicate your research or projects effectively.
 - AI can suggest slide layouts, bullet points, or graphical ideas to enhance your presentations.

For additional guidance on AI use, refer to the Student Handbook or speak to the faculty member of the course.

Reasonable Accommodation on the Basis of Religion

Laurus College recognizes that reasonable accommodations relating to institutional policies, procedures, or academic or other requirements may be necessary for individuals to exercise religious practices, beliefs, or observances. Laurus College will adhere to all applicable federal and state laws, regulations, and guidelines with respect to identifying and providing reasonable accommodations as necessary to afford individuals the opportunity to exercise religious practices, beliefs, or observances.

In assessing requests for reasonable accommodations based on religion, Laurus College will engage in an interactive process to determine reasonable accommodations that address the individual's religious beliefs. Unless the student's religious belief would result in the individual committing an overt act that threatens public safety, peace, or order, or would represent a fundamental alteration of a core academic or operational principle or practice, Laurus College

will work with the individual to identify a reasonable accommodation that addresses the religious belief without unduly burdening the college.

External Regulations and Compliance

In cases involving professional programs, students must adhere to all applicable local, state, and federal laws, including regulations governing clinical practices and research ethics. Violations may result in additional penalties beyond institutional sanctions.

Policy Concerning Copyright Restrictions

Laurus College adheres to the copyright law of the United States (Title 17, United States Code) which governs the making of photocopies or other reproductions of copyrighted material. Under certain conditions specified in the law, libraries and archives are authorized to furnish a photocopy or other reproduction. One of these specific conditions is that the photocopy or reproduction is not to be "used for any purpose other than private study, scholarship, or research." If a user makes a request for, or later uses, a photocopy or reproduction for purposes in excess of "fair use," that user may be liable for copyright infringement. Laurus College reserves the right to refuse to accept a copying request if, in its judgment, fulfillment of the order would involve violation of copyright law.

Drug-Free Environment

Laurus College prohibits the unlawful manufacture, possession, use, sale, dispensation, or distribution of controlled substances and the possession or use of alcohol by students and employees on the property and at any school sponsored activity. Any violation of these policies will result in appropriate disciplinary actions up to and including expulsion in the case of students and termination in the case of employees, even for the first offense. Violations of the law may also be referred to the appropriate law enforcement authorities. If assistance is needed for drug abuse, the student should see a member of the administrative staff at Laurus College for referral assistance to local counseling centers.

Weapons Free Environment

Laurus College does not permit students and staff of the college to carry any form of weapons on school-controlled property. All weapons including, but not limited to, firearms, knives, mace, pepper spray, and stun guns are prohibited. Any student carrying a weapon on college-controlled property will be subject to disciplinary action and may risk dismissal from the college.

Netiquette Policy

Guidelines for Online Interaction and Communication

General Online Posting Information: Online discussion forums, chats, blogs, wikis, video conferences, and collaborative platforms are key tools for student engagement in virtual courses. These methods allow students to exchange ideas with peers and instructors, similar to classroom discussions in a face-to-face course, but with notable differences in timing, format, and structure. Instructors may also offer virtual office hours through live chat or video conferencing tools like Zoom or Microsoft Teams, providing opportunities for real-time interaction.

Students are expected to post discussion threads, blogs, and other written contributions within the designated time frame. Replies may extend throughout the week or longer, allowing for flexibility while ensuring timely feedback. As members of an online academic community, students must adhere to standards of respect, professionalism, and consideration.

Guidelines for Electronic Communication: Online communication, like face-to-face interactions, is personal and requires the same courtesy used in everyday conversations. In this digital environment, clear communication is crucial. The following guidelines apply to all online platforms, including discussion boards, emails, blogs, and chats:

- **Cultural Sensitivity:** Be mindful of cultural, social, and linguistic differences. Approach all discussions with openness and respect for diverse perspectives.
- **Respectful Dialogue:** Acknowledge that others may have differing viewpoints. Engage with their ideas constructively rather than critically.
- **Appropriate Language:** Use professional, academic language. Avoid slang, inappropriate language, or any form of discriminatory remarks.
- **Tone and Humor:** Since tone and body language are not easily conveyed in writing, take extra care to communicate clearly and avoid misunderstandings. Sarcasm or humor can be easily misinterpreted.
- **Avoid Flaming:** Refrain from posting offensive or hostile comments. Disrespectful communication, known as "flaming," is not tolerated and may result in disciplinary action.
- **Clarification over Assumption:** If a post is unclear, seek clarification rather than assuming negative intent. Approach discussions with the assumption of goodwill.

Participation Expectations

- **Consistent Engagement:** Stay engaged by logging in regularly to participate in discussion forums or other interactive tools. (Some may be graded while others may not, but active participation is often essential.)

- **Follow Instructions:** Ensure that all contributions to discussions align with the provided instructions and course guidelines.
- **Foster Discussion:** Aim to contribute posts that invite further discussion, rather than closing off dialogue. Online learning thrives on the collaborative exchange of ideas.
- **Thread Awareness:** Read entire discussion threads before replying to avoid redundancy. Engage thoughtfully with the ongoing conversation.
- **Copyright and Academic Integrity:** Adhere to copyright laws and the institution's plagiarism policy across all platforms. Misuse of intellectual property is subject to academic penalties.
- **Avoid Shouting (ALL CAPS):** Using all capital letters is perceived as shouting in online communication. Use capitalization appropriately for emphasis without being disruptive.
- **Review Before Posting:** Double-check your posts, messages, or submissions for accuracy before sending them. Once posted, your content is visible to others and may be difficult to retract.

Video Conferencing Etiquette

- **Be Presentable:** When participating in live video sessions, ensure your environment is appropriate for learning, free from distractions, and professional.
- **Mute as Needed:** Mute your microphone when not speaking to avoid background noise. Use video features appropriately and respectfully.
- **Engage Actively:** Be present in the session and avoid multitasking during live classes or meetings.

Consequences for Non-Compliance

Students who do not adhere to this updated Netiquette Policy may be in violation of the institution's Code of Conduct, resulting in academic and non-academic consequences, including disciplinary actions.

Inclusivity and Accessibility

Inclusivity and accessibility are central to online education. Students should be aware of different accessibility needs within the online community and ensure that their communication supports all peers, including using inclusive language and ensuring any media they share (e.g., images, videos) are accessible to everyone, including those with disabilities.

Accommodations under the Americans with Disabilities Act

Disability Accommodations Policy

Laurus College complies with the Americans with Disabilities Act (ADA), Section 504 of the Rehabilitation Act, and all applicable state and local regulations concerning students with

disabilities. In line with these federal and state requirements, Laurus College is committed to providing reasonable accommodation or services to qualified students with disabilities.

Reasonable Accommodations

A request for accommodations or services will be considered reasonable if it meets the following criteria:

- It is based on documented individual needs.
- It does not compromise the essential learning outcomes of a course or academic program.
- It does not impose an undue financial or administrative burden on the College beyond what is considered reasonable and customary.
- It falls within the scope of what the College can reasonably control.

Laurus College defines a qualified student as one who, with or without reasonable accommodations, can perform the essential functions of their program or course requirements. Essential course or program requirements are not subject to modification to accommodate a disability.

Process for Requesting Accommodations

Students seeking accommodation are encouraged to contact the Department of Student Success & Advising to initiate the process. Requests should be made as early as possible to ensure timely consideration and implementation of accommodation.

- Initial Contact: Email: accommodations@lauruscollege.edu to discuss potential accommodation.
- Documentation: Accommodations must be supported by appropriate documentation of the disability and specific needs.
- Review Process: The ADA Coordinator will review each request on a case-by-case basis, considering the nature of the student's disability and the course or program requirements.
- Determination: The ADA Coordinator, in collaboration with relevant faculty or staff, will make the final decision on the most appropriate and reasonable accommodation. The decision will depend on the student's documented needs and the essential requirements of the course or program.

Services Available for Students with Disabilities

Laurus College ensures accessibility in its facilities, including elevators, ramps, and accessible bathrooms, to meet the needs of students with mobility impairments. Additionally, individual

student mentors and tutors are available through the Department of Student Success & Advising to provide academic support.

For more information about available services or to request an accommodation, please contact accomodations@lauruscollege.edu.

FAMILY EDUCATIONAL RIGHTS & PRIVACY ACT (FERPA)

Laurus College complies with the Family Educational Rights and Privacy Act (FERPA) of 1974, as amended, which affords eligible students certain rights regarding their education records. An “eligible student” under FERPA is a student who is 18 years of age or older, or who attends a postsecondary institution at any age. These rights include the following:

1. The Right to Inspect and Review Education Records

Students have the right to inspect and review their education records within 45 days of the College receiving a written request.

- **Requesting Access:** Students should submit a written request to the Registrar or other appropriate school official, clearly identifying the records they wish to inspect. The official will arrange access and notify the student of the time and place for record inspection.
- **Redirecting Requests:** If the requested records are not maintained by the initial official, the student will be referred to the appropriate official who manages those records.

2. The Right to Request an Amendment to Education Records

Students have the right to request the amendment of any education record that they believe is inaccurate, misleading, or in violation of their privacy rights under FERPA.

- **Requesting an Amendment:** Students should write to the school official responsible for the record, clearly identifying the part of the record they want changed, and explaining why it should be amended.
- **Decision and Hearing Rights:** If Laurus College decides not to amend the record as requested, the student will be notified in writing of the decision and their right to a hearing regarding the request. Additional details about hearing procedures will be provided to the student when notified of the right to a hearing.

3. The Right to Provide Written Consent Before Disclosure of Personally Identifiable Information (PII)

Students have the right to provide written consent before the College discloses personally identifiable information (PII) from their education records, except where FERPA authorizes disclosure without consent.

- **Disclosure Without Consent:** Laurus College may disclose education records without a student’s prior written consent to school officials with legitimate educational interests. A school official may include:

- Administrators, faculty, and staff employed by the College in supervisory, academic, research, or support roles.
- A person serving on the Board of Trustees.
- Contractors, volunteers, or other entities performing services for the College, such as an attorney, auditor, or collection agent, who are under the direct control of the College regarding the use and maintenance of PII.
- A student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing their tasks.
- A school official has a legitimate educational interest if the official needs to review an education record to fulfill their professional responsibilities for Laurus College.
- Disclosures to Other Institutions: Laurus College may also disclose education records without consent to officials of another school in which a student seeks or intends to enroll.

4. The Right to File a Complaint

Students have the right to file a complaint with the U.S. Department of Education concerning alleged failures by Laurus College to comply with FERPA requirements. Complaints should be directed to:

Family Policy Compliance Office

U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-5901

Directory Information Policy

Laurus College complies with all provisions of the Family Educational Rights and Privacy Act (FERPA), which governs the privacy and accessibility of student education records. In accordance with FERPA, Laurus College may release Directory Information about a student without prior written consent, unless the student has requested a non-disclosure.

Directory Information includes:

- Contact Information: Name, physical address, telephone number, email address, and photograph.
- Academic Information: Major field of study, class level, anticipated completion date, participation in officially recognized activities, honors and awards received, and dates of attendance/enrollment status.

This information may be used in yearbooks, student directories, and other institutional publications, as well as disclosed to school officials, including contractors and consultants performing services for Laurus College.

Opt-Out Procedure:

If a student does not wish for their directory information to be released, they can request a Non-Disclosure of Directory Information form from the Registrar or update their profile through the student portal. The request must be submitted within 30 days of enrollment or by October 1 of each academic year for continuing students. Questions regarding directory information and requests for non-disclosure should be directed to the Registrar's office via email:

registrar@lauruscollege.edu.

Privacy Policy

Laurus College is committed to protecting the security and privacy of student personal information. This policy outlines how we collect, use, and protect the information shared with us through our website and related services.

Collection of Information

We may collect both Personal Information (e.g., name, address, phone number) and Anonymous Information (e.g., IP address, browser type) through the use of cookies or other tracking technologies.

- Personal Information: Laurus College may ask students to provide personally identifiable information to access certain features of our website or services.
- Anonymous Information: Collected to improve website functionality and user experience. We reserve the right to use, maintain, or disclose anonymous information without limitation.

Use of Information

Laurus College uses student information to:

- Process requests and provide services.
- Improve the website and offerings.
- Notify students of relevant updates, offerings, or services.
- Ensure website security and meet legal obligations.

We may share your information with third parties performing specific functions on our behalf, such as email management, payment processing, or data management. These entities have access to only your necessary information to perform their tasks and are required to safeguard it.

Cookies

Cookies are used to store information on your computer that helps enhance your interaction with the website. You may disable cookies via your browser settings, though this may limit certain functionalities of the site.

Security

We take appropriate measures to protect your personal information, including securing our servers and controlling access to data. Unauthorized use of the website may result in criminal and/or civil prosecution.

Phishing and Scam Awareness

Laurus College will never send unsolicited emails requesting sensitive personal information, such as Social Security numbers or credit card details. If you receive such an email, do not respond or open any attachments, as they may contain malicious software.

Children's Privacy

Laurus College complies with the Children's Online Privacy Protection Act (COPPA) and does not knowingly collect personal information from children under the age of 13 without parental consent.

Opting Out of Communications

If you wish to opt-out of receiving promotional emails from Laurus College, follow the instructions included in the email or contact us directly.

Contacting Laurus College

If you have any questions regarding this policy or wish to update your personal information, please contact us:

Laurus College
421 East Betteravia Road, Suite 100
Santa Maria, CA 93454
Phone: (805) 267-1690
Email: admin@lauruscollege.edu
Website: www.lauruscollege.edu

Student Records

Laurus College maintains digital academic and financial records for each student. These records are securely stored and accessible to authorized personnel only. Faculty records are also maintained digitally and securely.

Laurus College destroys those files that have aged beyond the retention requirements of the State of California. Laurus College retains the capability to generate a transcript on a student's academic activity indefinitely.

All student records at Laurus College are kept private in accordance with the Family Educational Rights and Privacy Act of 1974 (FERPA). Written consent must be provided by the student for release of records to outside parties, except for those agencies authorized by law.

It is the responsibility of the student to keep all personal information current with the student records department. All students are required to provide the college with accurate contact information at time of enrollment and to inform the college of any changes to this information.

Forwarding Email

Each student is issued an email account for use while the student is enrolled. Student email is an available mechanism for formal communication by the College. If a student chooses to forward their mail to another email address (Gmail, Yahoo, etc.), the Laurus College email address remains the destination for official College correspondence.

The Family Educational Rights and Privacy Act (FERPA) of 1974, establishes rules under which the College must operate to protect the privacy of student information. Email is used as a means to communicate official information from the College to the student, so it is important that any information sent be shared only between the party sending the information and the student. Use of the Laurus College email account provides Laurus with a greater level of assurance that it is the student with whom the College is communicating. This allows the College to communicate with the student in a way that protects student rights.

Sending email through the Laurus College system gives Laurus a high level of confidence that email will not be read by someone for whom it was not intended.

Release of Educational Records

A Laurus College student may authorize the release of their record to someone or some agency other than a Laurus employee. In order for the College to release these records, it must have student consent. A student wishing to give their consent should:

Complete and sign a Consent to Release Education Record Information form. The student may print this form from the College website or they may request a form from the Registrar by sending an email to: registrar@lauruscollege.edu.

Dissemination of Information

For assistance in obtaining information on financial assistance, the school, graduation and completion rates, placement rates, security policies, and crime statistics please contact the Registrar office at 805-267-1690 or registrar@lauruscollege.edu.

GRADUATION HONORS AND DISTINCTIONS

Graduation Requirements

To graduate from Laurus College, certain requirements must be met for degree conferral. Students must successfully complete all degree requirements with passing grades, meet the minimum GPA requirements, and meet all financial obligations to the institution.

To fulfill undergraduate degree or certificate requirements, the student must:

- Earn a passing grade (A-D) in all core courses.
- Successfully complete the number of credit hours as listed in the enrolled degree program, which may include awarded transfer and challenge test credits within 150% of the total program length.
- Complete program requirements with a GPA ≥ 2.0

An official associate or bachelor's Degree and an official copy of the student's transcript will be mailed directly to students within approximately 6-8 weeks of their academic program completion date. It is the student's responsibility to ensure the college has all current mailing address information before completion of the course of study to ensure timely receipt of official documents.

Degree Audit

Following academic program completion, the Registrar's Office conducts a comprehensive graduation audit to verify that all degree requirements have been met.

This includes confirming successful completion of all required courses, achievement of the minimum GPA, and satisfaction of any other program requirements. Upon successful completion of the audit, the student is cleared for degree conferral and diploma issuance.

Diplomas

The diploma will be mailed directly to the address in our system. This normally takes approximately 6-8 weeks.

Graduation Distinctions

At graduation, an undergraduate degree recipient achieving high academic performance is recognized according to their cumulative grade point average. The honor is determined as follows:

Latin Honor	GPA Range
Summa Cum Laude	3.90 to 4.00
Magna Cum Laude	3.70 to 3.89
Cum Laude	3.50 to 3.69

Student Association Memberships and Clubs

The Entrepreneurs Club at Laurus College is open to all students who have an interest in entrepreneurship, whether they are actively pursuing a business venture or possess an entrepreneurial mindset. The club offers a range of enriching activities, including presentations from distinguished guest speakers, mentorship opportunities, and guidance in developing and refining business plans. Members will also benefit from meaningful networking opportunities with industry professionals and fellow students, fostering a collaborative environment for constructive feedback and professional growth.

GENERAL EDUCATION REQUIREMENTS

The Value of General Education at Laurus College

Laurus College designs General Education courses with adult learners in mind, recognizing that they bring valuable life experiences to the classroom. By integrating past knowledge with new learning, students are empowered to engage in meaningful discourse with peers and faculty, craft new perspectives, and enhance their ability to apply knowledge in real-world scenarios.

Effective Communication: Courses in communication help students refine their ability to convey ideas clearly and persuasively through writing, discussion, and creative expression, in both professional and personal settings.

- **LAU100 College Orientation:** Explores resources available to support academic and career growth while developing skills in communication.
- **ENG100: English Composition I:** Develops skills in writing, research, and critical analysis.
- **BUS200: Business Communication:** Enhances oral presentation and professional communication skills.
- **ENG200: English Composition II:** Focuses on advanced writing, research, and analytical skills.
- **ENG305: Speech and Rhetoric:** Explores the principles of effective public speaking and persuasive communication.

Analytical and Critical Thinking: Courses in social sciences and mathematics develop skills for analyzing complex problems and making informed decisions.

- **MTH101: Introductory Algebra:** Strengthens quantitative reasoning and problem-solving abilities.
- **MTH240: Statistics:** Analyzes statistical data and their applications in professional settings.
- **SOC120: Introduction to Sociology:** Explores human behavior, institutions, and societal structures.
- **PSY140: Introduction to Psychology:** Examines cognitive processes, behavior, and critical analysis of human interactions.

Scientific and Technological Literacy: Courses in natural and physical sciences help students develop the ability to critically evaluate, understand, and apply scientific and technological concepts in everyday life and professional settings.

- **PHY200: Physical Science:** Covers fundamental physics and chemistry principles with real-world applications.
- **BIO200: Life Science:** Provides an understanding of biological systems and health-related decision-making.

Cultural and Ethical Awareness: Humanities and social sciences courses equip students with a deeper understanding of diverse cultures, ethical decision-making, and global perspectives, enhancing their ability to navigate complex social, professional, and personal situations with sensitivity and integrity. Humanities and social sciences courses broaden perspectives, fostering empathy and a deeper understanding of global issues.

- **HUM200: World History:** Explore significant historical events and their lasting impacts on contemporary global issues using diverse sources.
- **POL210: Introduction to American Politics:** Examines principles of the U.S. Constitution and the Constitution of the State of Nevada.

In addition to the general education requirements outlined above, Nevada residents must also complete coursework in the U.S. and Nevada Constitutions.

CERTIFICATE PROGRAMS*

***Certificate programs have not yet been approved for Students enrolled in Nevada, nor have they been approved for Federal Financial Aid programs or VA funding.**

Certificate Program Length: All Certificate programs are 50 quarter credits and can be completed in one (1) year by attending all terms full time and consecutively.

VIBE Coding

Program Description: The rapid integration of artificial intelligence into software development has transformed how code is written, tested, and deployed. Developers must be proficient not only in traditional programming, but also in leveraging AI tools for efficiency, accuracy, and innovation. The VIBE Coding Certificate program prepares students with foundational and applied skills in AI-assisted software development, including Python, JavaScript, cloud deployment, agile project management, and ethical coding practices. Students gain hands-on experience using AI tools to complete coding tasks and develop functional software projects.

Program Learning Outcomes:

Upon completion of the VIBE Coding Certificate program, students should be able to:

- **Identify** how AI tools assist in writing, testing, and improving code.
- **Use** Python and JavaScript with AI platforms to complete basic coding tasks.
- **Follow** agile steps to manage coding projects using AI tools.
- **Apply** best practices for ethical, secure, and quality AI-assisted development.
- **Create** and present a functional software project using AI tools.

Instructional Method: The VIBE Coding Certificate emphasizes practical application through interactive assignments, project-based assignments, and virtual classroom engagement.

Program Outline

Certificate in VIBE Coding		
VIBE101	Foundations of AI-Assisted Coding	5
VIBE110	Prompt Engineering for Software Developers	5
VIBE120	Python and JavaScript with AI Tools	5
VIBE130	Agile Projects in the Age of AI	5
VIBE140	Quality, Secure, and Ethical AI Coding	5
VIBE150	Cloud Development & Deployment with AI	5
VIBE160	AI for UI/UX Development	5
VIBE170	Building APIs with AI Assistance	5
VIBE180	AI-Driven Software Development Project	5
CDV150	Career Development	5
Total Credit Hours		50

Hospitality Management

Program Description: The hospitality industry requires skilled professionals capable of managing guest services, events, food and beverage operations, and front-of-house systems. The Hospitality Management Certificate program introduces students to the essential functions of hospitality operations, with an emphasis on marketing, leadership, service excellence, and legal compliance. Students develop practical skills for entry-level roles in hotel operations, event planning, and food and beverage management, preparing them to meet employer expectations in a dynamic and service-focused industry.

Program Learning Outcomes:

Upon completion of the Hospitality Management Certificate program, students should be able to:

- **Identify** key functions of hospitality operations, including tourism, lodging, and event services.
- **Apply** principles of marketing, guest service, and food & beverage management to real-world scenarios.
- **Use** industry tools and software to manage hotel operations and front desk services.
- **Demonstrate** leadership, teamwork, and problem-solving in hospitality environments.
- **Communicate** professionally and ethically while managing risk and legal responsibilities in hospitality settings.

Instructional Method: The Hospitality Management Certificate uses lectures, case studies, and interactive assignments to replicate real-world hospitality environments.

Program Outline

Certificate in Hospitality Management		
HOS110	Introduction to Hospitality & Tourism	5
HOS115	Hotel Operations & Front Desk Management	5
HOS120	Hospitality Marketing & Sales	5
HOS150	Hospitality Leadership & Team Management	5
HOS180	Hospitality Guest Service Excellence	5
HOS250	Portfolio in Hospitality	5
HOS300	Food & Beverage Operations	5
HOS370	Event Planning & Venue Management	5
HOS480	Hospitality Law & Risk Management	5
CDV150	Career Development	5
Total Credit Hours		50

Agricultural Business Management Certificate

Program Description: Modern agribusiness requires knowledge of sustainable farming, finance, sales, supply chain management, and agricultural technologies. The Agricultural Business Management Certificate program equips students with skills in farm management, agri-finance, compliance, and marketing, while also introducing emerging technologies such as data analytics, drones, and AI in agriculture. This program prepares graduates to support agricultural operations and businesses with practical knowledge of risk management, food safety, and labor compliance.

Program Learning Outcomes:

Upon completion of the Agricultural Business Management Certificate program, students should be able to:

- **Identify** core agribusiness concepts, including sustainable farming, sales, and supply chain operations.
- **Apply** business and financial tools to manage risk, pricing, and distribution in agricultural markets.
- **Use** agricultural technologies and data systems to support farm management decisions.
- **Demonstrate** understanding of labor laws, compliance, and food safety in agricultural operations.

Instructional Method: The Agricultural Business Management Certificate is delivered through lectures, applied projects, and virtual classroom learning.

Program Outline

Certificate in Agricultural Business Management		
AGB101	Introduction to Agricultural Business	5
AGB110	Sustainable Farming & Agribusiness	5
AGB120	Agricultural Sales & Distribution	5
AGB130	AgTech & Farm Data Analytics	5
AGB240	Agricultural Finance & Risk Management	5
AGB245	Food Safety & Supply Chain Regulations	5
AGB360	Agribusiness Marketing & Consumer Trends	5
AGB370	Farm Labor Management & Compliance	5
AGB480	AgTech on the Frontlines: AI, Drones, & Data for Farmers	5
CDV150	Career Development	5
Total Credit Hours		50

Casino & Gaming Management

Program Description: The Casino and Gaming industries require professionals with knowledge of gaming operations, responsible gaming, regulatory compliance, and player development. The Casino & Gaming Management Certificate program provides students with foundational skills in casino operations, revenue management, table games, slot operations, security, and hospitality guest services. Students learn industry terminology, regulatory standards, and operational strategies that prepare them for entry-level positions in casinos, online gaming, and gaming hospitality environments.

Program Learning Outcomes:

Upon completion of the Casino & Gaming Management Certificate program, students should be able to:

- **Identify** key roles, departments, and operations in casino and iGaming environments.
- **Describe** responsible gaming practices and ethical standards in the gaming industry.
- **Apply** basic revenue and player service strategies to support casino operations.
- **Use** industry terminology, systems, and tools related to table games and slot operations.
- **Explain** fundamental laws, regulations, and compliance procedures in gaming settings.

Instructional Method: The Casino & Gaming Management Certificate is taught using lectures, case studies, and industry-based projects.

Program Outline

Certificate in Casino & Gaming Management		
CAS101	Introduction to Casino & Gaming Operations	5
CAS110	Responsible Gaming & Ethics	5
CAS120	Casino Revenue Management & VIP Services	5
CAS130	Gaming Law & Regulatory Compliance	5
CAS140	Table Games & Slot Operations	5
CAS145	Surveillance, Security, & Risk in Gaming	5
CAS160	Hospitality & Guest Services in the Casino Industry	5
CAS170	Marketing & Player Development in Gaming	5
CDV150	Career Development	5
CAS150	Portfolio: Casino & Gaming	5
Total Credit Hours		50

Help Desk and Support

Program Description: Businesses and organizations rely on help desk and technical support specialists to ensure reliable IT operations. The Help Desk and Support Certificate program trains students to install, configure, and troubleshoot hardware, operating systems, and networks while applying cybersecurity principles and ITIL service management practices. Students gain practical skills in both Windows and Linux administration, endpoint security, and network operations, preparing them to provide professional technical support across industries.

Program Learning Outcomes:

Upon completion of the Help Desk and Support Certificate program, students should be able to:

- **Support** and maintain hardware, operating systems, and network infrastructure to ensure reliable end-user computing environments.
- **Apply** cybersecurity and system administration principles to protect endpoints, manage access, and implement security best practices across Windows and Linux platforms.
- **Utilize** scripting and automation tools to streamline technical support tasks and enhance IT operations.
- **Deliver** effective IT support services by applying troubleshooting techniques, service management frameworks (ITIL), and professional communication practices.

Instructional Method: The Help Desk and Support Certificate program combines lectures, troubleshooting, system admin, and cybersecurity tasks in virtual classroom environments.

Program Outline

Certificate in Help Desk and Support		
ITS100	Hardware Technology Fundamentals	5
ITS110	Operating Systems and Security	5
ITS200	Microsoft Endpoint Administrator	5
ITS250	Network Infrastructure and Operations	5
ITS310	Linux Administration	5
ITS420	ITIL Foundations	5
CYBR200	Python Programming Fundamentals	5
CYBR205	Cybersecurity Fundamentals	5
CYBR240	Network Security Fundamentals	5
CDV150	Career Development	5
Total Credit Hours		50

UNDERGRADUATE DEGREE PROGRAMS

The following pages detail the undergraduate degree programs offered at Laurus College. Each program is designed to equip students with the knowledge and skills necessary for success in today's dynamic job market. Our commitment to career relevance is reinforced by our Program Advisory Councils, comprised of industry professionals who provide expert guidance on curriculum development and ensure our programs align with current employer needs.

Associate Degree Program Length: The Associate Degree programs are 100 quarter credits and can be completed in two (2) years by attending all terms full time and consecutively.

Bachelor Degree Program Length: The Bachelor Degree programs are typically 190 quarter credits and can be completed in four (4) years by attending all terms full time and consecutively.

The academic year is defined as 3 Quarters and 36 quarter credits.

Services for Students with Disabilities

Laurus College has designed its programs and instructional methodologies stressing adaptability and multiple approaches to learning. All courses provide instruction using auditory and visual modes. Archived lessons are available for review and assist students with keeping pace. Elevators and/or accessibility ramps, as well as accessible bathroom facilities, are standard in all facilities. Individual student mentors and tutors are also available through the Department of Student Success & Advising. If a student needs accommodation, they should contact the Department of Student Success & Advising at 805-267-1690 or studentservices@lauruscollege.edu for more information and assistance.

Occupational Associate (O.A.) in Healthcare Management (previously named Medical Billing and Coding*)

Program Description: The standards for accuracy in health insurance claims processing are becoming more exacting at the same time that health insurance plan options are rapidly expanding. These changes, coupled with modifications in regulations affecting the health insurance industry, are a constant challenge to medical office personnel. Those responsible for processing health insurance claims require instruction in all aspects of medical insurance, including plan options, carrier requirements, various regulations, extracting relevant information from source documents, accurate claim form completion, and diagnosis and procedure coding. The O.A. in Healthcare Management Degree program at Laurus College gives students the skills to market themselves to future employers in this fast-paced industry.

**Nevada has not yet approved this program name change. For students enrolling in NV, they will be enrolled into the Occupational Associate degree in Medical Billing and Coding.*

Program Learning Outcomes:

Upon completion of the Occupational Associate in Healthcare Management, students should be able to:

- **Demonstrate** use of medical terminology to effectively communicate within the healthcare industry.
- **Identify** real-world business problems within the healthcare industry where services are produced, coordinated, consumed, and reimbursed.
- **Apply** foundational healthcare financial management skills to health care organizations.
- **Describe** the financial operations in the healthcare industry.
- **Identify** health insurance structures, billing methodologies, and reimbursement processes.
- **Discuss** legal, ethical, and regulatory standards in healthcare management, including HIPAA compliance.
- **Examine** healthcare teams through effective communication and management strategies.

Instructional Method: The O.A. in Healthcare Management program is a practical application and involves intense interactive learning. All classes are lectures based on practical application lab and computer time for students to enhance their skills and abilities. Interactive virtual classrooms are part of the instructional process at Laurus College. Instruction may be supplemented with guest speakers in class.

Program Outline

GENERAL EDUCATION

ENG100	English Composition I	5
LAU115	Computer Applications	5
BIO200	Life Science	5
PHY200	Physical Science	5
PSY140	Introduction to Psychology	5
HUM200	World History	5
MTH101	Introductory Algebra	5
LAU100	College Orientation	5

Total General Education		40
PROGRAM CORE		
HCM110	Medical Terminology	5
HCM220	Medical Office Functions	5
HCM230	Applied Health and Ethics in Healthcare	5
HCM240	Revenue Cycle for Healthcare	5
HCM250	Fundamentals of Healthcare Finance	5
HCM260	Healthcare Human Resource Management	5
HCM270	Foundations in Healthcare Supervision	5
HCM280	Advanced Healthcare Leadership & Compliance	5
HCM290	Applied Healthcare Management	5
Total Core Education		45

Medical Coding and Reimbursement

Healthcare and Data Informatics

Patient Experience and Practice Operations

Total Credit Hours	100
---------------------------	------------

Associate of Science (A.S.) in Audio Video Production

Program Description: The Associate of Science degree in Audio Video Production will allow students to develop skills in audio and video recording, editing, and production by introducing them to the techniques and methods of working with sound and video. Students will learn audio and video theory, digital audio and video techniques, foundational skills for workstations, and processes in the daily workflow for audio and video production, including: various styles of sound recording and projection techniques, creating show design plans and working with logistics, and the principles of lighting, capture, composition, sequencing, and formatting. Students will also learn and use industry standard software in post-production to ensure that various audio components blend and align with video.

Program Learning Outcomes:

Upon completion of the Associate of Science in Audio Video Production, students should be able to:

- **Identify** key components of audio and video editing software.
- **Describe** basic audio and video editing techniques.
- **Operate** non-linear editing tools to perform basic digital audio and video tasks.
- **Recognize** various file formats for audio and video production.
- **Define** industry-standard terms related to audio and video production.
- **Identify** best practices for the creation of audio and video projects.
- **Arrange** audio and video files in a timeline to create coherent projects.
- **Evaluate** mastering techniques for professional sound production.
- **Demonstrate** professionalism and civic engagement through ethical decision-making.

Instructional Method: The A.S. in Audio Video Production program is practical application and involves intense interactive learning. All classes are lecture-based with practical application lab and computer time for students to enhance their skills and abilities. Interactive virtual classrooms are part of the instructional process at Laurus College.

Program Outline

GENERAL EDUCATION

LAU100	College Orientation	5
LAU115	Computer Applications	5
ENG100	English Composition I	5
MTH101	Introductory Algebra	5
ENG200	English Composition II	5
BIO200	Life Science	5
PHY200	Physical Science	5
HUM200	World History	5
Total General Education		40

PROGRAM CORE

AUD110	Introduction to Audio Video Production	5
VID130	Introduction to Digital Video Production	5
AUD120	Introduction to Digital Audio Production	5
VID170	Single Camera Production & Lighting	5
AUD220	AV Technology and Live Events	5
AUD230	Audio Recording Techniques	5
VID270	Video Editing	5
AUD240	Audio Editing & Mixing	5
AUD250	Post-production	5
AUD260	Video Production for Live Events	5
AUD280	Audio Production for Live Events	5
AUD290	Studio Concentration I	5
Total Program Core		60
Total Credit Hours		100

***Students enrolled in Nevada must take POL 210, 1 Quarter Unit at no tuition cost, in addition to the courses listed in the program outline. The total amount of credit hours for NV residents for this program is 101.**

Associate of Science (A.S.) in Business Administration

Program Description: The Associate of Science degree in Business Administration equips students with a broad-based foundation in business administration by preparing them with necessary skills to contribute to the overall success of a business or an organization. A variety of courses in accounting, business, management, marketing, human relationships, business startup strategies, business law, and communications provide students with fundamental theories and principles of business and prepares them for entry-level positions and/or the knowledge and skills for entrepreneurship or small business ownership.

Program Learning Outcomes:

Upon completion of the Associate of Science in Business Administration, students should be able to:

- **Explain** the fundamental principles of business.
- **Recognize** the leadership skills needed in various situations toward organizational success.
- **Apply** a marketing mix and use the technology effectively.
- **Demonstrate** effective oral and written communication skills.
- **Evaluate** ideas and evidence rationally to produce and implement business administration solutions.

Instructional Method: The A.S. in Business Administration degree program involves practical application and intense interactive learning. All classes are lecture-based with practical application for students to enhance their skills and abilities. Interactive virtual classrooms are part of the instructional process at Laurus College. Instruction may be supplemented with guest speakers in class.

Program Outline

GENERAL EDUCATION		
LAU100	College Orientation	5
LAU115	Computer Applications	5
ENG100	English Composition I	5
MTH101	Introductory Algebra	5
ENG200	English Composition II	5
BIO200	Life Science	5
PHY200	Physical Science	5
HUM200	World History	5
Total General Education		40

PROGRAM CORE

ACC120	Financial Accounting	5
BUS100	Introduction to Business	5
BUS200	Business Communications	5
MKT220	Principles of Marketing	5
BUS210	Principles of Management	5
PMT255	Project Management	5
HRM230	Human Resources	5
LAW240	Business Law	5
ECON201	Introduction to Economics	5
Total Core Education		45

CONCENTRATIONS AVAILABLE (Maximum of One)**Strategic Leadership**

BUS150	Entrepreneurship	5
BUS430	Organizational Leadership	5
BUS320	AI & Digital Commerce	5

Digital Marketing

MKT315	Consumer Behavior	5
WDD310	Digital Advertising	5
BUS420	Social Media Management	5

Entrepreneurship

BUS150	Entrepreneurship	5
BUS320	AI & Digital Commerce	5
BUS420	Social Media Management	5

Hospitality Management

HOS180	Hospitality Guest Service Excellence	5
HOS250	Portfolio in Hospitality	5
HOS300	Food & Beverage Operations	5

Healthcare Management

HCM210	Medical Field Overview	5
HCM230	Applied Health and Ethics in Healthcare	5
HCM240	Revenue Cycle for Healthcare	5

Human Resources

HRM250	Staffing & Development	5
HRM300	Labor Relations	5
HRM305	HR Analytics	5

Logistics and Supply Chain Management

LGM201	Introduction to Logistics & Supply Chain Management	5
LGM310	Transportation & Distribution Management	5
LGM325	Inventory & Warehouse Operations	5

UI/UX

WDD110	Digital Graphics	5
WDD120	Intro to HTML/CSS Design	5
WDD135	Graphic Design Fundamentals	5

Agricultural Business Management

AGB110	Sustainable Farming & Agribusiness	5
AGB120	Agricultural Sales & Distribution	5
AGB240	Agricultural Finance & Risk Management	5

Smart Manufacturing Strategy & Operations

SMF100	Smart Manufacturing Systems	5
SMF250	Industrial Analytics and Visualization	5
SMF300	Intelligent Manufacturing Systems	5

Total Credit Hours 100

***Students enrolled in Nevada must take POL 210, 1 Quarter Unit at no tuition cost, in addition to the courses listed in the program outline. The total amount of credit hours for NV residents for this program is 101.**

Associate of Science (A.S.) in Cyber Security*

**This program has not yet been approved for Students enrolled in Nevada.*

Program Description: Information security is the quintessential makeup of every company, organization, and person throughout the globe. With the rapid increase of cyber threats and attacks, it is essential that companies protect their network infrastructure from and avoid becoming the next victim of a cyber-attack. The Associate of Science degree in Cyber Security provides students with a solid foundation of the skills needed to become a cyber security professional. Students in this program gain an understanding of how to identify potential cyber threats and prevent both internal and external attacks. This exciting program gives students the tools and the information for potential employment in the rapidly evolving Cyber Security field.

Program Learning Outcomes:

Upon completion of the Associate of Science in Cyber Security, students should be able to:

- **Analyze** information technology systems and their associated security systems and processes by selecting and applying appropriate principles, tools, procedures, and best practices to solve problems.
- **Design** and implement IT and security systems, processes, and protocols by applying foundational knowledge of organizational policies, programming, hardware, operating systems, network infrastructure, and network security.
- **Communicate** technical information and solutions effectively in a variety of professional contexts.
- **Describe** ethical and legal responsibilities in the use, support, and administration of information technology and cybersecurity systems.
- **Apply** cybersecurity principles, tools, and techniques to protect, monitor, and defend networks and systems against evolving threats, including identifying vulnerabilities, implementing layered defenses, and maintaining secure operations.
- **Analyze** and respond to cybersecurity incidents by conducting forensic examinations, implementing incident response and disaster recovery procedures, and developing strategies to restore and maintain organizational operations.

Instructional Method: The A.S. in Cyber Security Degree program is a practical application and involves intense interactive learning. All classes are lecture-based with practical application lab and computer time for students to enhance their skills and abilities. Interactive virtual classrooms are part of the instructional process at Laurus College. Instruction may be supplemented with guest speakers in class.

Program Outline

GENERAL EDUCATION

LAU100	College Orientation	5
MTH101	Introductory Algebra	5
PHY200	Physical Science	5
PSY140	Introduction to Psychology	5
ENG100	English Composition I	5
HUM200	World History	5
Total General Education		30

PROGRAM CORE

CSC110	Technology Fundamentals	5
CYBR200	Python Programming Fundamentals	5
CYBR210	Digital Forensics and Investigations	5
CYBR240	Network Security Fundamentals	5
CYBR245	Network Defense and Security Operations	5
CYBR250	Incident Response and Disaster Recovery	5
CYBR260	Offensive Security and Ethical Hacking	5
ITS100	Hardware Technology Fundamentals	5
ITS110	Operating Systems and Security	5
ITS250	Network Infrastructure and Operations	5
ITS370	Hybrid Windows Server Infrastructure	5
CYBR205	Cybersecurity Fundamentals	5
ITS260	Network Services and Security	5
ITS220	Introduction to Database Management	5
Total Program Core		70
Total Credit Hours		100

Associate of Science (A.S.) in Information Technology (previously Information Technologies and Network Systems*)

Program Description: The Associate of Science degree in Information Technology provides students with a solid foundation of skills in Information Systems. Students in this program gain an understanding of how networks actually work and how they are used in many businesses today. Students move from the basics of computer networking to advanced network issues and implementations. This challenging and exciting program gives students the tools and the information for potential employment in the IT and network service fields.

**Nevada has not yet approved this program name change. For students enrolling in NV, they will be enrolled into the Associate of Science degree in Information Technologies and Network Systems.*

Program Learning Outcomes:

Upon completion of the Associate of Science in Information Technology, students should be able to:

- **Analyze** information technology systems or routine computing problems by selecting and applying appropriate principles, tools, and procedures to solve problems.
- **Design** and implement IT systems by applying foundational knowledge of customer requirements, hardware, operating systems, and network infrastructure.
- **Communicate** technical information and solutions effectively in a variety of professional contexts.
- **Describe** ethical and legal responsibilities in the use, support, and administration of information technology systems.
- **Apply** project management principles to plan, document, and execute IT-related tasks, projects, or products in a collaborative environment.
- **Apply** fundamental cybersecurity principles to protect systems and networks using common tools, configurations, and best practices.

Instructional Method: The A.S. in Information Technology Degree is practical application and involves intense interactive learning. All classes are lecture-based with practical application lab and computer time for students to enhance their skills and abilities. Interactive virtual classrooms are part of the instructional process at Laurus College. Instruction may be supplemented with guest speakers in class.

Program Outline

GENERAL EDUCATION

LAU100	College Orientation	5
LAU115	Computer Applications	5
ENG100	English Composition I	5
MTH101	Introductory Algebra	5
ENG200	English Composition II	5
BIO200	Life Science	5
PHY200	Physical Science	5
HUM200	World History	5
Total General Education		40

PROGRAM CORE

ITS100	Hardware Technology Fundamentals	5
ITS110	Operating Systems and Security	5
ITS220	Introduction to Database Management	5
ITS250	Network Infrastructure and Operations	5
ITS260	Network Services and Security	5
CYBR200	Python Programming Fundamentals	5
CYBR205	Cybersecurity Fundamentals	5
CYBR240	Network Security Fundamentals	5
PMT255	Project Management	5
Total Core Education		45

CONCENTRATIONS AVAILABLE (Maximum of One)

Cybersecurity

CYBR210	Digital Forensics and Investigations	5
CYBR245	Network Defense and Security Operations	5
CYBR250	Incident Response and Disaster Recovery	5

Help Desk and Support

ITS200	Microsoft Endpoint Administrator	5
ITS310	Linux Administration	5
ITS420	ITIL Foundations	5

Network Administration

ITS200	Microsoft Endpoint Administrator	5
ITS350	Advanced Networking with Cisco Technologies	5
CYBR245	Network Defense and Security Operations	5

Web Development

WDD110	Digital Graphics	5
WDD120	Intro to HTML/CSS Design	5
WDD235	Content Creation for the Web	5

IT Project Support

BUS210	Principles of Management	5
BUS330	Business Information Systems	5
ITS360	Agile Methodologies and Practices	5

Health Information Systems

HCM150	Understanding Health Insurance	5
HCM160	ICD-10 Diagnosis Coding	5
HCM170	Current Procedural Coding	5

Total Credit Hours **100**

***Students enrolled in Nevada must take POL 210, 1 Quarter Unit at no tuition cost, in addition to the courses listed in the program outline. The total amount of credit hours for NV residents for this program is 101.**

Associate of Science (A.S.) in Visual Design and Multimedia

*****Effective 11/10/25, this program will be discontinued and is no longer accepting new enrollments. The institution has made this decision based on decreased student demand and shifts in workforce relevance. Core content from these programs has been integrated into new and existing concentrations to maintain relevant learning outcomes and career pathways for students. All currently enrolled students in these programs will have the opportunity to complete their studies through a comprehensive teach-out plan, in full compliance with the Distance Education Accrediting Commission (DEAC) policies. The institution is committed to providing all necessary resources and support for these students to complete their degrees.*****

Program Description: The Associate of Science degree in Visual Design and Multimedia prepares students for a multi-faceted career in visual design, including graphic design, visual development, video game development, feature film animation, and visual effects creation. The goal of the program is to help students develop the creative and technical skills essential to pursuing a successful career as an artist, designer, and generalist capable of working in a multitude of design industries. Students will be given the opportunity to acquire fundamental and advanced techniques used throughout visual design industries by conducting research, practical application, and self-development. Students will use industry standard software to explore different techniques used to conceptualize, develop, and produce digital works of art used to visually communicate purpose, intent, and function.

Program Learning Outcomes:

Upon completion of the Associate of Science in Visual Design and Multimedia, students should be able to:

- **Explain** the design and development process.
- **Demonstrate** proficiency with software and tools to create visual content.
- **Develop** Design solutions that effectively enhance visual communication.
- **Create** animation assets by applying skills from key stages of the animation pipeline.
- **Apply** critical thinking to create digital works that visually communicate purpose and intent.
- **Create** a portfolio showcasing skills and knowledge for a computer graphics career or further study.

Instructional Method: The A.S. in Visual Design and Multimedia Degree program is practical application and involves intense interactive learning. All classes are lecture-based with practical application lab and computer time for students to enhance their skills and abilities. Interactive virtual classrooms are part of the instructional process at Laurus College. Instruction may be supplemented with guest speakers in class.

Program Outline

GENERAL EDUCATION

LAU100	College Orientation	5
PSY140	Introduction to Psychology	5
ENG100	English Composition I	5
HUM200	World History	5
MTH101	Introductory Algebra	5
PHY200	Physical Science	5
Total General Education		30

PROGRAM CORE

BUS150	Entrepreneurship	5
DGN100	Design 1	5
DGN110	Design 2	5
DIG101	Animation Foundations	5
DIG110	Digital illustration	5
DIG120	Introduction to Color Theory	5
DIG130	Introduction to Modeling	5
DIG160	Introduction to Animation	5
DIG200	Motion Graphics	5
DIG210	Introduction to Shading and Lighting	5
DIG220	Introduction to Rigging	5
DIG230	Introduction to Digital Sculpting	5
PMT255	Project Management	5
WDD110	Digital Graphics	5
Total Program Core		70
Total Credit Hours		100

***Students enrolled in Nevada must take POL 210, 1 Quarter Unit at no tuition cost, in addition to the courses listed in the program outline. The total amount of credit hours for NV residents for this program is 101.**

Associate of Science (A.S.) in Web Design

*****Effective 11/10/25, this program will be discontinued and is no longer accepting new enrollments. The institution has made this decision based on decreased student demand and shifts in workforce relevance. Core content from these programs has been integrated into new and existing concentrations to maintain relevant learning outcomes and career pathways for students. All currently enrolled students in these programs will have the opportunity to complete their studies through a comprehensive teach-out plan, in full compliance with the Distance Education Accrediting Commission (DEAC) policies. The institution is committed to providing all necessary resources and support for these students to complete their degrees.*****

Program Description: The Associate of Science degree in Web Design prepares students for a career in the expansive web design industry. The goal of the program is to provide students with the opportunity to develop an eye for design and gain an understanding of the theories and technologies required to build and maintain effective web pages and other web-based solutions. The program includes training in page construction, coding and scripting techniques, principles of design, content creation, and usability design. Students learn the skills needed to leverage existing technologies and frameworks to build mobile-ready, responsive web sites quickly and easily.

Program Learning Outcomes:

Upon completion of the Associate of Science in Web Design, students should be able to:

- **Develop** web solutions aligned with client goals, applying strategic thinking and web design patterns through a complete production pipeline.
- **Construct** responsive web solutions using HTML, CSS, and customized Content Management Systems.
- **Apply** design principles and compositional theory to enhance digital content aesthetics.
- **Create** and deploy web-based content that aligns with brand strategies.
- **Build** and customize websites to meet industry specifications and standards across multiple devices.

Instructional Method: The A.S. in Web Design Degree program is a practical application and involves intense interactive learning. All classes are lectures based with practical application lab and computer time for students to enhance their skills and abilities. Interactive virtual classrooms are part of the instructional process at Laurus College. Instruction may be supplemented with guest speakers in class.

Program Outline

GENERAL EDUCATION

ENG100	English Composition I	5
HUM200	World History	5
LAU100	College Orientation	5
MTH101	Introductory Algebra	5
PHY200	Physical Science	5
PSY140	Introduction to Psychology	5
Total General Education		30

PROGRAM CORE

WDD101	Internet Fundamentals	5
WDD110	Digital Graphics	5
WDD120	Intro to HTML/CSS Design	5
WDD135	Graphic Design Fundamentals	5
WDD155	Vector Graphics	5
WDD175	Intermediate HTML/CSS Design	5
WDD205	UI/UX Design Fundamentals	5
WDD215	Advanced HTML/CSS Design	5
WDD305	JavaScript Fundamentals	5
WDD315	JavaScript for Dynamic Interfaces	5
WDD345	E-commerce Solutions	5
BUS150	Entrepreneurship	5
MKT220	Principles of Marketing	5
PMT255	Project Management	5
Total Program Core		70

Total Credit Hours 100

***Students enrolled in Nevada must take POL 210, 1 Quarter Unit at no tuition cost, in addition to the courses listed in the program outline. The total amount of credit hours for NV residents for this program is 101.**

Bachelor of Science (B.S.) in Audio Video Production (previously Audio Production*)

Program Description: The Bachelor of Science degree in Audio Video Production equips students with a broad-based foundation in recording, editing, mixing, and producing audio. The goal of the program is for students to develop the creative and technical skills that are essential to pursuing a career in audio production. Students acquire fundamental and advanced techniques used in audio production through the mastery of practical applications and self-development. Students use industry-standard software to explore different techniques used to conceptualize, develop, and produce audio in commercial settings.

**Nevada has not yet approved this program name change. For students enrolling in NV, they will be enrolled into the Bachelor of Science degree in Audio Production.*

Program Learning Outcomes:

Upon completion of the Bachelor of Science in Audio Video Production, students should be able to:

- **Perform** industry-standard techniques in digital/analog technology for audio and video design.
- **Apply** advanced audio and video techniques for high-quality productions.
- **Utilize** knowledge of acoustics and sound reinforcement to improve audio and video production.
- **Demonstrate** expertise in audio connectivity optimized audio performance.
- **Evaluate** industry business practices for successful project management and marketing.
- **Design** proposals for packaging and deploying audio-video equipment in professional scenarios.
- **Model** client relations and studio management to meet professional recording needs.
- **Demonstrate** mastery of audio and video post-production techniques.
- **Demonstrate** professionalism and civic engagement through ethical decision-making.

Instructional Method: The B.S. in Audio Video Production Degree program is practical application and involves intense interactive learning. All classes are lecture-based with practical application lab and computer time for students to enhance their skills and abilities. Interactive virtual classrooms are part of the instructional process at Laurus College. Instruction may be supplemented with guest speakers in class.

Program Outline

GENERAL EDUCATION		
LAU100	College Orientation	5
BIO200	Life Science	5
BUS200	Business Communications	5
ENG100	English Composition I	5
ENG200	English Composition II	5
ENG305	Speech and Rhetoric	5
HUM200	World History	5
MTH101	Introductory Algebra	5

PROGRAM CORE		
AUD110	Introduction to Audio Video Production	5
AUD120	Introduction to Digital Audio Production	5
AUD220	AV Technology and Live Events	5
AUD230	Audio Recording Techniques	5
AUD240	Audio Editing & Mixing	5
AUD250	Post-production	5
AUD260	Video Production for Live Events	5
AUD280	Audio Production for Live Events	5
AUD290	Studio Concentration I	5
AUD310	Audio Post-production for Music	5
AUD320	AV Installation	5
AUD330	Audio Post-production for Film	5
AUD340	Studio Concentration II	5
AUD390	Live Sound	5
BUS150	Entrepreneurship	5
BUS305	Business Ethics	5
BUS465	Ethics & Law in Media Communications	5
VID130	Introduction to Digital Video Production	5
VID170	Single Camera Production & Lighting	5
VID270	Video Editing	5
AUD350	Sound Design for Virtual Environments	5
AUD365	AVoIP (Audio-Video over Internet Protocol)	5
AUD460	Sound Dynamics & Mastering	5
AUD480	Entertainment Business	5
WDD110	Digital Graphics	5
AUD485	Audio Production Capstone	5
Total Core Education		130

Bachelor of Science (B.S.) in Business Administration (previously Business Systems Management*)

Program Description: The Bachelor of Science degree in Business Administration prepares students for a career in business, whether in a corporation, startup, or to follow their own entrepreneurial ambitions. The goal of the program is to provide students the opportunities to develop skills in critical and creative thinking, problem-solving, social responsibility, human relationships, and technological savvy. Students interact with faculty and peers in a career-oriented business education that emphasizes personal and professional integrity. Managerial courses emphasize human values and techniques for establishing a sense of responsibility to employers, employees, and other stakeholders while building strong relationships; marketing and social entrepreneurship courses demonstrate the role of marketing in business and provide students with adaptive skills and tools to think creatively and develop innovative business ideas and solutions; and, finance and accounting courses equip business students with the primary concepts and skills necessary to understand budgeting and funding and to evaluate the cash flow within an enterprise.

**Nevada has not yet approved this program name change. For students enrolling in NV, they will be enrolled in the Bachelor of Science degree in Business Systems Management.*

Program Learning Outcomes:

Upon completion of the Bachelor of Science in Business Administration, students should be able to:

- **Demonstrate** effective oral and written communication skills.
- **Evaluate** ideas and evidence to produce and implement solutions.
- **Apply** leadership skills to people and situations towards organizational success.
- **Evaluate** a marketing mix and use the technology effectively.
- **Explain** the role of financial management and accounting in the business setting.
- **Apply** business and accounting tools for effective and efficient business operations.

Instructional Method: The B.S. in Business Administration Degree program is practical application and involves intense interactive learning. All classes in this program are lecture-based with hours designated to lab time. Classes are held in computer laboratories in order to give students the full experience with working with Microsoft Office software and programs. Interactive virtual classrooms are part of the instructional process at Laurus College. Instruction may be supplemented with guest speakers in class.

Program Outline

GENERAL EDUCATION

LAU100	College Orientation	5
LAU115	Computer Applications	5
ENG100	English Composition I	5
MTH101	Introductory Algebra	5

PSY140	Introduction to Psychology	5
ENG200	English Composition II	5
BIO200	Life Science	5
PHY200	Physical Science	5
SOC120	Introduction to Sociology	5
HUM200	World History	5

Total General Education 50

PROGRAM CORE

ACC120	Financial Accounting	5
BUS100	Introduction to Business	5
BUS200	Business Communications	5
FIN260	Personal Finance	5
BUS210	Principles of Management	5
FIN200	Financial Management	5
MKT220	Principles of Marketing	5
BUS330	Business Information Systems	5
BUS300	International Business	5
BUS305	Business Ethics	5
HRM230	Human Resources	5
LAW240	Business Law	5
ECON201	Introduction to Economics	5
PMT255	Project Management	5
BUS499	Business Capstone	5

Total Core Education 75

CONCENTRATIONS AVAILABLE (Maximum of One)

Strategic Leadership

BUS150	Entrepreneurship	5
BUS465	Ethics & Law in Media Communications	5
BUS320	AI & Digital Commerce	5
BUS430	Organizational Leadership	5
BUS410	Strategic Business Planning	5

Digital Marketing

BUS465	Ethics & Law in Media Communications	5
MKT315	Consumer Behavior	5
MKT360	Strategic Marketing	5
MKT420	Social Media Management	5
WDD310	Digital Advertising	5

Entrepreneurship

BUS150	Entrepreneurship	5
BUS320	Artificial Intelligence	5
BUS350	Business Analytics	5
BUS400	Small Business Management	5
BUS410	Strategic Business Planning	5

Hospitality Management

HOS180	Hospitality Guest Service Excellence	5
HOS250	Portfolio in Hospitality	5
HOS300	Food & Beverage Operations	5
HOS370	Event Planning and Venue Management	5
HOS480	Hospitality Law and Risk Management	5

Healthcare Management

HCM210	Medical Field Overview	5
HCM230	Applied Health and Ethics in Healthcare	5
HCM240	Revenue Cycle for Healthcare	5
HCM250	Fundamentals of Healthcare Finance	5
HCM280	Advanced Healthcare Leadership & Compliance	5

Human Resources Management

HRM250	Staffing & Development	5
HRM300	Labor Relations	5
HRM305	HR Analytics	5
HRM400	Compensation & Benefits	5
HRM410	Employment Law & Compliance	5

Logistics and Supply Chain Management

LGM201	Introduction to Logistics & Supply Chain Management	5
LGM310	Transportation & Distribution Management	5
LGM325	Inventory & Warehouse Operations	5
LGM401	Procurement & Contract Management	5
LGM415	Logistics Technology & Data Analytics	5

UI/UX

WDD110	Digital Graphics	5
WDD120	Intro to HTML/CSS Design	5
WDD135	Graphic Design Fundamentals	5
WDD205	UI/UX Design Fundamentals	5
VIBE160	AI for UI/UX Development	5

Agricultural Business Management

AGB110	Sustainable Farming & Agribusiness	5
AGB120	Agricultural Sales & Distribution	5
AGB240	Agricultural Finance & Risk Management	5
AGB245	Food Safety & Supply Chain Regulations	5
AGB480	AgTech on the Frontlines: AI, Drones, & Data for Farmers	5

Smart Manufacturing Strategy and Operations

SMF100	Smart Manufacturing Systems	5
SMF250	Industrial Analytics and Visualization	5
SMF300	Intelligent Manufacturing Systems	5
SMF350	Lean & Agile Smart Manufacturing	5
SMF400	Supply Chain & Logistics in Industry 4.0	5

Open Electives: Total Credit Hours **40**

Total Credit Hours **190**

***Students enrolled in Nevada must take POL 210, 1 Quarter Unit at no tuition cost, in addition to the courses listed in the program outline. The total amount of credit hours for NV residents for this program is 191.**

Bachelor of Science (B.S.) in Digital Arts and Computer Animation

*****Effective 11/10/25, this program will be discontinued and is no longer accepting new enrollments. The institution has made this decision based on decreased student demand and shifts in workforce relevance. Core content from these programs has been integrated into new and existing concentrations to maintain relevant learning outcomes and career pathways for students. All currently enrolled students in these programs will have the opportunity to complete their studies through a comprehensive teach-out plan, in full compliance with the Distance Education Accrediting Commission (DEAC) policies. The institution is committed to providing all necessary resources and support for these students to complete their degrees.*****

Program Description: The Bachelor of Science degree in Digital Arts and Computer Animation prepares students for a multi-faceted career in the animation industry, including video game development, feature film animation, and visual effects creation. The goal of the program is to help students develop the creative and technical skills essential to pursuing a successful career in the computer animation industry. Students acquire fundamental and advanced techniques used throughout the computer animation industry by conducting research, practical application, and self-development. Students use industry-standard software to explore different techniques used to model, texture, rig, animate, and render digital works of art. Students also develop a portfolio that can be used to seek employment within the industry.

Program Learning Outcomes:

Upon completion of the Bachelor of Science in Digital Arts and Computer Animation, students should be able to:

- **Develop** design solutions for use in visual communication.
- **Formulate** solutions to complex design and visualization problems, analyzing their effectiveness throughout the creative process.
- **Apply** principles of design, color theory, and composition to create 3D computer graphics for various media outputs.
- **Create** 3D graphic images utilizing industry-standard software and techniques.
- **Demonstrate** expertise in one or more areas of the animation pipeline.

Instructional Method: The B.S. in Digital Arts and Computer Animation Degree program is practical application and involves intense interactive learning. All classes are lecture-based with practical application lab and computer time for students to enhance their skills and abilities. Interactive virtual classrooms are part of the instructional process at Laurus College. Instruction may be supplemented with guest speakers in class.

****This program name change has not yet been approved for Students enrolled in Nevada.***

Program Outline

GENERAL EDUCATION

LAU100	College Orientation	5
BUS200	Business Communications	5
BIO200	Life Science	5
PSY140	Introduction to Psychology	5
SOC120	Introduction to Sociology	5
MTH101	Introductory Algebra	5
MTH240	Statistics	5
PHY200	Physical Science	5
ENG100	English Composition I	5
ENG200	English Composition II	5
ENG305	Speech and Rhetoric	5
HUM200	World History	5
Total General Education		60

PROGRAM CORE

BUS150	Entrepreneurship	5
DGN100	Design 1	5
DGN110	Design 2	5
DIG101	Animation Foundations	5
DIG110	Digital illustration	5
DIG120	Introduction to Color Theory	5
DIG130	Introduction to Modeling	5
DIG160	Introduction to Animation	5
DIG200	Motion Graphics	5
DIG210	Introduction to Shading and Lighting	5
DIG220	Introduction to Rigging	5
DIG230	Introduction to Digital Sculpting	5
DIG305	Character Creation 1	5
DIG310	Advanced Image Editing	5
DIG315	Advanced Texture and Shader Creation	5
DIG320	Digital Compositing	5
DIG335	Character Rigging	5
DIG345	Game Development	5
DIG370	Advanced Animation	5
DIG405	Animation for Games	5
DIG415	Character Creation 2	5
DIG420	Game Asset Creation	5
DIG430	Scene Creation	5
DIG440	Environmental Modeling	5
PMT255	Project Management	5
WDD110	Digital Graphics	5
Total Core Education		130

Total Credit Hours 190

***Students enrolled in Nevada must take POL 210, 1 Quarter Unit at no tuition cost, in addition to the courses listed in the program outline. The total amount of credit hours for NV residents for this program is 191.**

Bachelor of Science (B.S.) in Information Technology (previously Information Technology Systems Management*)

Program Description: The Bachelor of Science degree in Information Technology prepares students to be knowledgeable and well versed in modern technology concepts. The goal of the program is to help students develop the technical skills needed for pursuing a successful career as an IT professional. This program covers fundamental and advanced skill development in a variety of IT related areas, while also providing the knowledge to successfully apply information technology theory and principles to address real-world business opportunities and challenges. This program also provides students with the opportunity to effectively use information resources, conduct intellectual research, and communicate scientific knowledge based on today's technology requirements.

**Nevada has not yet approved this program name change. For students enrolling in NV, they will be enrolled in the Bachelor of Science degree in Information Technology Systems Management.*

Program Learning Outcomes:

Upon completion of the Bachelor of Science in Information Technology, students should be able to:

- **Analyze** information technology systems and complex computing problems by applying systems thinking, stakeholder analysis, relevant domain knowledge, and current and emerging procedures, tools, and technologies to solve problems.
- **Design**, implement, and evaluate IT systems to support organizational operations by integrating hardware, operating systems, and network infrastructure in light of requirements and constraints.
- **Communicate** technical information and solutions effectively in a variety of professional contexts.
- **Evaluate** IT decisions based on ethical standards and applicable legal and regulatory requirements.
- **Apply** project management principles to plan, document, and execute IT-related tasks, projects, and products in a collaborative environment.
- **Apply** fundamental cybersecurity principles to design and implement secure infrastructure solutions using common tools, configurations, and best practices.

Instructional Method: The B.S. in Information Technology Degree program is practical application and involves intense interactive learning. All classes are lecture-based with practical application computer and lab time for students to enhance their skills and abilities. Interactive virtual classrooms are part of the instructional process at Laurus College. Instruction may be supplemented with guest speakers in class.

**This program name change has not yet been approved for Students enrolled in Nevada.*

Program Outline

GENERAL EDUCATION

LAU100	College Orientation	5
LAU115	Computer Applications	5
ENG100	English Composition I	5
MTH101	Introductory Algebra	5
PSY140	Introduction to Psychology	5
ENG200	English Composition II	5
BIO200	Life Science	5
PHY200	Physical Science	5
SOC120	Introduction to Sociology	5
HUM200	World History	5
Total General Education		50

PROGRAM CORE

ITS100	Hardware Technology Fundamentals	5
ITS110	Operating Systems and Security	5
ITS220	Introduction to Database Management	5
ITS250	Network Infrastructure and Operations	5
ITS260	Network Services and Security	5
ITS310	Linux Administration	5
ITS370	Hybrid Windows Server Infrastructure	5
ITS380	Hybrid Server Administration and Cloud Integration	5
ITS430	Cloud Infrastructure and Services	5
ITS450	Systems Analysis and Design	5
ITS499	Information Technology Capstone	5
CYBR200	Python Programming Fundamentals	5
CYBR205	Cybersecurity Fundamentals	5
CYBR240	Network Security Fundamentals	5
PMT255	Project Management	5
Total Core Education		75

CONCENTRATIONS AVAILABLE (Maximum of One)

Cybersecurity

CYBR210	Digital Forensics and Investigations	5
CYBR245	Network Defense and Security Operations	5
CYBR250	Incident Response and Disaster Recovery	5
CYBR260	Offensive Security and Ethical Hacking	5
CYBR300	Cybersecurity Threat Analysis	5

Cloud and DevOps

ITS200	Microsoft Endpoint Administrator	5
ITS330	Cloud Deployment and Automation	5
ITS360	Agile Methodologies and Practices	5
ITS470	DevOps Principles and Practices	5
CIS101	Emerging Technologies	5

Networking and Infrastructure

ITS200	Microsoft Endpoint Administrator	5
ITS330	Cloud Deployment and Automation	5
ITS350	Advanced Networking with Cisco Technologies	5
ITS420	ITIL Foundations	5
CYBR245	Network Defense and Security Operations	5

Web Design and Digital Marketing

WDD110	Digital Graphics	5
WDD120	Intro to HTML/CSS Design	5
WDD235	Content Creation for the Web	5
WDD310	Digital Advertising	5
BUS320	AI & Digital Commerce	5

IT Management and Strategy

BUS210	Principles of Management	5
BUS330	Business Information Systems	5
ITS360	Agile Methodologies and Practices	5
ITS400	Cybersecurity Law, Ethics, and Policy	5
BUS410	Strategic Business Planning	5

Cybersecurity Governance

BUS330	Business Information Systems	5
ITS340	IT Auditing and Risk Management	5
ITS400	Cybersecurity Law, Ethics, and Policy	5
CYBR210	Digital Forensics and Investigations	5
CYBR250	Incident Response and Disaster Recovery	5

Healthcare Information Management

HCM150	Understanding Health Insurance	5
HCM160	ICD-10 Diagnosis Coding	5
HCM170	Current Procedural Coding	5
HCM200	Electronic Health Records	5
HCM230	Applied Health and Ethics in Healthcare	5

Open Electives: Total Credit Hours 40

Total Credit Hours 190

***Students enrolled in Nevada must take POL 210, 1 Quarter Unit at no tuition cost, in addition to the courses listed in the program outline. The total amount of credit hours for NV residents for this program is 191.**

Bachelor of Science in Web Design and Development

*****Effective 11/10/25, this program will be discontinued and is no longer accepting new enrollments. The institution has made this decision based on decreased student demand and shifts in workforce relevance. Core content from these programs has been integrated into new and existing concentrations to maintain relevant learning outcomes and career pathways for students. All currently enrolled students in these programs will have the opportunity to complete their studies through a comprehensive teach-out plan, in full compliance with the Distance Education Accrediting Commission (DEAC) policies. The institution is committed to providing all necessary resources and support for these students to complete their degrees.*****

Program Description: The Bachelor of Science in Web Design and Development prepares students for a career in the web design industry by building expertise in web design, front-end development, digital marketing, brand development, usability design, and content creation. The program teaches modern coding techniques for building mobile-ready, responsive websites using frameworks and both client/server-side code. It also focuses on digital marketing strategies like data application for campaigns, social media management, and conversion optimization. Students gain skills in content creation and design, including writing, multimedia editing, and graphic design principles.

Program Learning Outcomes:

Upon completion of the Bachelor of Science in Web Design and Development, students should be able to:

- **Create** visually appealing designs using solid design principles to communicate messages and engage target audiences.
- **Apply** client-side and server-side scripting languages to demonstrate programming skills
- **Develop** strategies to improve website usability and user experience design.
- **Create** engaging content across formats using industry-standard software to meet brand objectives and boost engagement.
- **Develop** marketing plans by creating user personas, customer scenarios, and launching effective digital campaigns.

Instructional Method: The B.S. in Web Design and Development Degree program is practical application and involves intense interactive learning. All classes are lecture-based with practical application lab and computer time for students to enhance their skills and abilities. Classes are held in computer laboratories in order to give students experience with working with web design software and programs. Interactive virtual classrooms are part of the instructional process at Laurus College. Instruction may be supplemented with guest speakers in class.

Program Outline

GENERAL EDUCATION

BIO200	Life Science	5
BUS200	Business Communications	5

ENG100	English Composition I	5
ENG200	English Composition II	5
ENG305	Speech and Rhetoric	5
HUM200	World History	5
LAU100	College Orientation	5
MTH101	Introductory Algebra	5
MTH240	Statistics	5
PHY200	Physical Science	5
PSY140	Introduction to Psychology	5
SOC120	Introduction to Sociology	5
Total General Education		60

PROGRAM CORE

BUS150	Entrepreneurship	5
DIG200	Motion Graphics	5
ITS100	Hardware Technology Fundamentals	5
ITS250	Network Infrastructure and Operations	5
MKT220	Principles of Marketing	5
PMT255	Project Management	5
WDD101	Internet Fundamentals	5
WDD110	Digital Graphics	5
WDD120	Intro to HTML/CSS Design	5
WDD135	Graphic Design Fundamentals	5
WDD155	Vector Graphics	5
WDD165	Advanced CMS	5
WDD175	Intermediate HTML/CSS Design	5
WDD205	UI/UX Design Fundamentals	5
WDD215	Advanced HTML/CSS Design	5
WDD225	Advanced Photoshop Techniques	5
WDD235	Content Creation for the Web	5
WDD305	JavaScript Fundamentals	5
WDD310	Digital Advertising	5
WDD315	JavaScript for Dynamic Interfaces	5
WDD325	Advanced JavaScript 1 Front End Dev	5
WDD335	Advanced JavaScript 2 Front End Dev	5
WDD345	E-commerce Solutions	5
WDD415	Advanced Web Animation and Deployment	5
WDD420	Brand Management	5
WDD425	3D Web Graphics and Interactive Design	5
Total Core Education		130

Total Credit Hours 190

***Students enrolled in Nevada must take POL 210, 1 Quarter Unit at no tuition cost, in addition to the courses listed in the program outline. The total amount of credit hours for NV residents for this program is 191.**

COURSE DESCRIPTIONS

ACC120 Financial Accounting

This course provides an introduction to accounting principles and financial reporting. Topics include journal entries, financial statements, asset management, and internal controls. Students will learn to interpret financial data and apply accounting principles in business decision-making. By the end of the course, students will be able to analyze financial reports and assess business performance.

Prerequisite: MTH101, BUS100

AGB101 Introduction to Agricultural Business

This course introduces students to foundational concepts and practical skills in Introduction to Agricultural Business. Students will engage with core tools, methods, and industry practices to prepare for real-world applications. Course topics emphasize professional readiness and apply learning within the context of Introduction to Agricultural Business.

AGB110 Sustainable Farming & Agribusiness

This course introduces students to foundational concepts and practical skills in Sustainable Farming & Agribusiness. Students will engage with core tools, methods, and industry practices to prepare for real-world applications. Course topics emphasize professional readiness and apply learning within the context of Sustainable Farming & Agribusiness.

AGB120 Agricultural Sales & Distribution

This course introduces students to foundational concepts and practical skills in Agricultural Sales & Distribution. Students will engage with core tools, methods, and industry practices to prepare for real-world applications. Course topics emphasize professional readiness and apply learning within the context of Agricultural Sales & Distribution.

AGB130 AgTech & Farm Data Analytics

This course introduces students to foundational concepts and practical skills in AgTech & Farm Data Analytics. Students will engage with core tools, methods, and industry practices to prepare for real-world applications. Course topics emphasize professional readiness and apply learning within the context of AgTech & Farm Data Analytics.

AGB240 Agricultural Finance & Risk Management

This course introduces students to foundational concepts and practical skills in Agricultural Finance & Risk Management. Students will engage with core tools, methods, and industry practices to prepare for real-world applications. Course topics emphasize professional readiness and apply learning within the context of Agricultural Finance & Risk Management.

AGB245 Food Safety & Supply Chain Regulations

This course introduces students to foundational concepts and practical skills in Food Safety & Supply Chain Regulations. Students will engage with core tools, methods, and industry practices to prepare for real-world applications. Course topics emphasize professional readiness and apply learning within the context of Food Safety & Supply Chain Regulations.

AGB360 Agribusiness Marketing & Consumer Trends

This course introduces students to foundational concepts and practical skills in Agribusiness Marketing & Consumer Trends. Students will engage with core tools, methods, and industry practices to prepare for real-world applications. Course topics emphasize professional readiness and apply learning within the context of Agribusiness Marketing & Consumer Trends.

AGB370 Farm Labor Management & Compliance

This course introduces students to foundational concepts and practical skills in Farm Labor Management & Compliance. Students will engage with core tools, methods, and industry practices to prepare for real-world applications. Course topics emphasize professional readiness and apply learning within the context of Farm Labor Management & Compliance.

AGB480 AgTech on the Frontlines: AI, Drones, & Data for Farmers

This course introduces students to foundational concepts and practical skills in AgTech on the Frontlines: AI, Drones, & Data for Farmers. Students will engage with core tools, methods, and industry practices to prepare for real-world applications. Course topics emphasize professional readiness and apply learning within the context of AgTech on the Frontlines: AI, Drones, & Data for Farmers.

AUD110 Introduction to Audio Video Production

This course provides a foundation-level introduction to the tools, concepts, and workflows used in audio and video production. Students learn industry terminology, explore digital media formats, and practice essential skills such as file organization, recording basics, editing, and media export. Assignments focus on building practical experience with accessible audio and video tools while developing efficient and professional production workflows. By the end of the course, learners will have a solid understanding of introductory AV concepts and the ability to create and manage simple production projects from start to finish.

AUD120 Introduction to Digital Audio Production

This course introduces students to the essential skills required to work within modern digital audio workstations (DAWs). Learners develop critical listening habits, explore microphone characteristics, and gain experience recording with a variety of accessible devices. Coursework emphasizes core DAW operations including editing, mixing, applying basic processing, and organizing multitrack sessions. Students also explore introductory sound design concepts and creative decision-making within digital audio workflows. By the end of the course, students will be able to record, edit, process, and structure audio sessions confidently using industry-relevant practices.

Prerequisite: AUD110

AUD220 AV Technology and Live Events

This course offers an introduction to the technical systems and production workflows that support live events in a variety of settings. Students explore audio and visual technologies; examine key crew roles in live events crews, and study industry-standard approaches to planning, documentation, and troubleshooting. Coursework includes designing system diagrams, planning gear lists, organizing production information, and control systems used in live events. By the end of the course, students will understand how audiovisual components function together in live event environments and be able to plan and articulate a complete AV setup with clarity and professionalism.

Prerequisite: AUD110, AUD120 & VID130

AUD230 Audio Recording Techniques

This course introduces students to professional audio recording techniques, including microphone selection, signal processing, and recording environments. Students will explore best practices for capturing high-quality sound for various production applications.

Prerequisite: AUD110 & AUD120

AUD240 Audio Editing & Mixing

Students in this course will explore audio editing and mixing techniques, including equalization, compression, and multi-track arrangement. The course covers the post-production process, focusing on refining and balancing audio for different media formats.

Prerequisite: AUD250

AUD250 Post-production

This course provides an introductory look at the post-production process, including video editing and sound design. Students will refine their projects through industry-standard editing techniques working towards a professional-level production quality.

Prerequisite: AUD110, AUD 120 & VID130

AUD260 Video Production for Live Events

This course introduces students to the core workflows of live event video production, including signal flow, routing and real-time decision making. Learners explore essential tools, system design concepts, and production strategies used in concerts, broadcasts, presentations, and other live event environments. By the end of the course, students will be able to plan, operate, and design fundamental live video setups with confidence and clarity.

Prerequisite: AUD220

AUD280 Audio Production for Live Events

This course introduces students to the essential concepts behind live event audio, including system planning, signal flow, speaker coverage, and foundational mixing workflows. Learners explore how live sound environments are organized, documented, and managed, developing the ability to design and evaluate practical audio setups for a variety of event scenarios.

Prerequisite: AUD220

AUD290 Studio Concentration I

This advanced studio course allows students to apply their knowledge of audio and video production to a professional standard. Students will work on individual and collaborative projects, refining their skills in production, post-production, and mastering techniques.

Prerequisite: AUD220 & AUD250

AUD310 Audio Post-production for Music

Building on basic DAW skills, this course expands into advanced audio editing and production techniques with a focus on music post-production. Students explore multi-track workflows, effects processing, and automation to create polished, professional mixes.

Prerequisite: AUD240

AUD320 AV Installation

This course introduces students to the fundamentals of AV system installation used in corporate, commercial, and integrated technology environments. Students explore signal types, infrastructure planning, equipment configuration, and industry documentation standards through virtual design tools and documentation. Emphasis is placed on understanding how professional AV systems are specified, connected, and supported in real-world applications.

Prerequisite: AUD220

AUD330 Audio Post-production for Film

This course introduces students to the fundamental concepts of sound in film and how audio elements support visual storytelling. Learners explore the role of dialogue, sound effects, ambience, and overall sonic design in shaping mood, clarity, and narrative impact. Emphasis is placed on developing a foundational understanding of how audio is planned, organized, and crafted throughout the filmmaking process.

Prerequisite: AUD240

AUD340 Studio Concentration II

This advanced studio course builds on Studio Concentration I by taking students deeper into each stage of the production process on their own portfolio pieces. Learners strengthen their skills in pre-production planning, production, and post-production workflows while completing increasingly complex individual and collaborative projects.

Prerequisite: AUD290

AUD350 Sound Design for Virtual Environments

This course explores the unique challenges and opportunities of sound design in virtual environments, including video games, binaural audio, and immersive film. Students will develop immersive audio experiences using advanced sound manipulation techniques and interactive audio tools.

Prerequisite: AUD240

AUD365 AVoIP (Audio Video Over Internet)

This course introduces students to AV systems that operate over modern networks. Learners explore how audio, video, and control signals are transported, managed, and monitored in connected environments. Emphasis is placed on designing and operating basic AVoIP workflows using software tools and virtual system setups common in corporate and commercial AV.

Prerequisite: AUD220 & AUD320

AUD390 Live Sound

This advanced course builds on foundational concepts from audio production for live events, focusing on system design, signal flow, and troubleshooting in real-time scenarios. Students develop their understanding of live audio through virtual tools, industry-standard software, and production planning, strengthening their ability to evaluate, prepare, and manage live sound environments with professional clarity.

Prerequisite: AUD280

AUD460 Sound Dynamics & Mastering

This course focuses on the final stage of audio production: preparing mixes for distribution. Students study the principles and practices of audio mastering, including critical listening, tonal and dynamic shaping, loudness standards, and translation across playback systems. Coursework emphasizes evaluating stereo mixes, building effective mastering chains, and delivering masters in appropriate formats for various media and platforms.

Prerequisite: AUD310 & AUD330

AUD480 Entertainment Business

This course introduces students to career paths and employment models in the entertainment industry, including freelance and organizational roles. Students also examine professional expectations and basic ethical considerations to prepare for responsible and sustainable careers.

Prerequisite: AUD310, AUD320 & AUD330

AUD485 Audio Production Capstone

The capstone course serves as a culmination of audio production studies, requiring students to develop a professional-level audio project from pre-production through mastering. Students will apply advanced techniques to produce industry-ready work to create a final portfolio project.

Prerequisite: AUD340, AUD390, AUD460 & AUD480

BIO200 Life Science

This course provides an introduction to biological concepts, including cell biology, genetics, evolution, and ecology. Students will explore the scientific method and its applications in understanding living organisms. By the end of the course, students will have a fundamental understanding of biological systems and their impact on the environment.

BUS100 Introduction to Business

This course provides an overview of the fundamental principles of business, including management, marketing, finance, and operations. Students will explore how businesses operate in today's economy, examine ethical decision-making, and analyze the role of entrepreneurship in the global marketplace. Through real-world case studies, students will gain insights into how businesses adapt to changing markets and consumer needs. By the end of the course, students will have a strong foundation in business concepts and decision-making strategies.

BUS140 Introduction to Spreadsheets

Students will develop essential spreadsheet skills used in business, finance, and data analysis. This course covers formulas, functions, data visualization, and financial modeling using spreadsheet software. Students will learn how to organize, analyze, and interpret data for decision-making. By the end of the course, students will be proficient in creating spreadsheets for professional and academic applications.

BUS150 Entrepreneurship

This course introduces students to the principles of entrepreneurship, including business planning, funding, and market analysis. Students will explore the challenges and opportunities of starting and managing a small business. By the end of the course, students will develop a business concept and apply entrepreneurial strategies to real-world scenarios.

BUS160 Digital Presentations

This course focuses on the design and delivery of effective digital presentations. Students will learn how to use multimedia tools, create engaging slide decks, and develop strong presentation techniques. Topics include visual storytelling, data visualization, and audience engagement. By the end of the course, students will be able to create and deliver professional digital presentations with clarity and impact.

BUS200 Business Communications

This course focuses on effective communication in professional settings, including written, verbal, and digital correspondence. Topics include business writing, presentations, and professional etiquette. Students will develop skills in crafting clear, concise, and persuasive business messages. By the end of the course, students will be able to communicate effectively in diverse workplace scenarios.

BUS210 Principles of Management

Students will explore key management concepts, including leadership, decision-making, organizational structure, and team dynamics. This course examines best practices in management and strategies for motivating employees. By the end of the course, students will be able to apply management principles to real-world business challenges.

Prerequisite: BUS100

BUS300 International Business

This course examines the opportunities and challenges of conducting business in a global economy. Students will explore international trade, cultural considerations, global supply chains, and market entry strategies. Topics include global finance, international marketing, and the impact of economic policies. By the end of the course, students will be able to analyze global business trends and develop strategies for international market expansion.

Prerequisite: LAW240

BUS305 Business Ethics

This course explores ethical decision-making in business, covering corporate social responsibility, ethical leadership, and regulatory compliance. Students will examine real-world ethical dilemmas and evaluate the role of businesses in promoting sustainability and social impact. By the end of the course, students will be able to apply ethical frameworks to business decision-making and corporate governance.

Prerequisite: LAW240

BUS320 AI & Digital Commerce

This course explores how artificial intelligence (AI) and digital commerce are reshaping business models and consumer interactions. Topics include AI-driven marketing, e-commerce strategies, and automation in business processes. Students will analyze case studies on AI applications in business and develop strategies for leveraging digital commerce. By the end of the course, students will understand the impact of AI on modern business and digital retail trends.

Prerequisite: MKT315

BUS330 Business Information Systems

This course examines how information systems support business operations, decision-making, and strategy. Students will explore topics such as database management, cybersecurity, enterprise resource planning (ERP), and business intelligence. By the end of the course, students will understand how technology is used to enhance business efficiency and competitiveness.

Prerequisite: BUS100

BUS350 Business Analytics

This course explores how data is used to inform strategic and operational decisions in business. Students will learn core concepts of business analytics, including data visualization, descriptive statistics, predictive modeling, and data-driven decision-making. Tools such as Excel, Tableau, or similar platforms may be used.

BUS400 Small Business Management

This course provides practical knowledge on starting and managing a small business. Topics include business planning, financial management, operations, and customer relations. Students will explore real-world case studies of small business successes and challenges. By the end of the course, students will be able to develop a small business strategy and operational plan.

Prerequisite: BUS100

BUS410 Strategic Business Planning

This course teaches students how to develop a comprehensive business plan, from market research to financial forecasting. Topics include strategic goal setting, risk assessment, and competitive analysis. Students will create a detailed business plan as a final project. By the end of the course, students will be able to develop strategic business plans that support long-term growth and sustainability.

Prerequisite: ACC120

BUS420 Social Media Management

This course aims to provide students with an in-depth understanding of social media management, equipping them with the necessary skills to develop, implement, and analyze social media strategies for businesses, brands, and organizations. Students will learn how to create compelling content, engage audiences, leverage analytics, and navigate ethical and legal considerations in digital marketing. Students will also use AI customized bots to help with their homework and final project contents. Ethical considerations are important when following the guidelines provided.

BUS430 Organizational Leadership

This course explores leadership theories, decision-making, and team management in organizations. Students will examine leadership styles, conflict resolution, and strategies for motivating teams. Emphasis is placed on ethical leadership and change management. By the end of the course, students will be able to assess leadership challenges and apply effective leadership techniques in organizational settings.

Prerequisite: BUS210

BUS465 Ethics & Law in Media Communications

This course examines the legal and ethical considerations in media and digital communication. Topics include intellectual property, defamation, privacy laws, and ethical journalism. Students will explore real-world cases of media ethics and regulatory compliance. By the end of the course, students will be able to evaluate media content and business practices through legal and ethical frameworks.

Prerequisite: LAW240

BUS499 Business Capstone

This capstone course provides students with the opportunity to synthesize and apply knowledge gained throughout the Bachelor of Science in Business Administration (BSBA) program. Students will complete a comprehensive business project that integrates key concepts from accounting, finance, management, marketing, ethics, and operations. The course emphasizes strategic thinking, data-driven decision making, and effective business communication. Through research, analysis, and presentation, students will demonstrate readiness for professional roles in business environments. All courses within the BSBA must be completed to take the Capstone course.

CAS101 Introduction to Casino & iGaming Operations

This course introduces students to foundational concepts and practical skills in Introduction to Casino & iGaming Operations. Students will engage with core tools, methods, and industry practices to prepare for real-world applications. Course topics emphasize professional readiness and apply learning within the context of Introduction to Casino & iGaming Operations.

CAS110 Responsible Gaming & Ethics

This course introduces students to foundational concepts and practical skills in Responsible Gaming & Ethics. Students will engage with core tools, methods, and industry practices to prepare for real-world applications. Course topics emphasize professional readiness and apply learning within the context of Responsible Gaming & Ethics.

CAS120 Casino Revenue Management & VIP Services

This course introduces students to foundational concepts and practical skills in Casino Revenue Management & VIP Services. Students will engage with core tools, methods, and industry practices to prepare for real-world applications. Course topics emphasize professional readiness and apply learning within the context of Casino Revenue Management & VIP Services.

CAS130 Gaming Law & Regulatory Compliance

This course introduces students to foundational concepts and practical skills in Gaming Law & Regulatory Compliance. Students will engage with core tools, methods, and industry practices to prepare for real-world applications. Course topics emphasize professional readiness and apply learning within the context of Gaming Law & Regulatory Compliance.

CAS140 Table Games & Slot Operations

This course introduces students to foundational concepts and practical skills in Table Games & Slot Operations. Students will engage with core tools, methods, and industry practices to prepare for real-world applications. Course topics emphasize professional readiness and apply learning within the context of Table Games & Slot Operations.

CAS145 Surveillance, Security & Risk in Gaming

This course introduces students to foundational concepts and practical skills in Surveillance, Security & Risk in Gaming. Students will engage with core tools, methods, and industry practices to prepare for real-world applications. Course topics emphasize professional readiness and apply learning within the context of Surveillance, Security & Risk in Gaming.

CAS150 Portfolio: Casino & Gaming

This course introduces students to foundational concepts and practical skills in the casino and gaming industry. Students will explore core tools, operational methods, and regulatory considerations with a focus on real-world application. Topics emphasize applied knowledge, industry standards, and the development of professional competencies essential for success in casino and gaming environments.

CAS160 Hospitality & Guest Services in the Casino Industry

This course introduces students to foundational concepts and practical skills in Hospitality & Guest Services in the Casino Industry. Students will engage with core tools, methods, and industry practices to prepare for real-world applications. Course topics emphasize professional readiness and apply learning within the context of Hospitality & Guest Services in the Casino Industry.

CAS170 Marketing & Playing Development in Gaming

This course introduces students to foundational concepts and practical skills in Marketing & Playing Development in Gaming. Students will engage with core tools, methods, and industry practices to prepare for real-world applications. Course topics emphasize professional readiness and apply learning within the context of Marketing & Playing Development in Gaming.

CDV150 Career Development

This course introduces students to foundational concepts and practical skills in Career Development. Students will engage with core tools, methods, and industry practices to prepare for real-world applications. Course topics emphasize professional readiness and apply learning within the context of Career Development.

CIS101 Emerging Technologies

This course introduces students to the latest advancements in technology and their impact on businesses and society. Topics include artificial intelligence, cybersecurity, cloud computing, and the Internet of Things (IoT). Students will explore how emerging technologies drive innovation and transformation across industries. By the end of the course, students will be able to assess the potential of new technologies in various fields and their ethical implications.

CSC110 Technology Fundamentals

In this course, students will explore the impact of digital technology, web usage, e-commerce, computer safety, file management, app integration, Microsoft 365 apps, security, digital ethics, and Windows operating systems and gain practical skills for enhanced productivity and digital well-being. Topics covered include: Impact of Digital Technology, The Web and Online Communication, Personal E-Commerce Transactions, Computer Safety and Health, File and Folder Management, Using Apps in Daily Life, Microsoft 365 Apps and Cloud Storage, Security and Safety Measures, Digital Ethics and Lifestyle, Introduction to Windows 11 and Windows 10 Desktop, Web Browsers, Getting Started with macOS X and macOS Monterey, Using Word, Excel, PowerPoint, OneNote.

CYBR200 Python Programming Fundamentals

This course introduces students to programming using the Python language. The course covers the basics of programming in Python including variables, expressions, loops, conditions, lists, strings, functions, and standard and file I/O. It also covers, at an introductory level, object-oriented programming and modular design principles.

CYBR205 Cyber Security Fundamentals

This course provides a comprehensive introduction to the fundamental principles of information security, focusing on protecting organizational assets and managing security risks. Students will explore key concepts such as confidentiality, integrity, and availability, as well as threat identification, vulnerability assessment, and risk mitigation strategies. Topics include security policies, access control, basic cryptography, network security, and incident response.

CYBR210 Digital Forensics and Investigations

This course introduces the principles, methodologies, and techniques used in the field of computer forensics. The course focuses on investigating and analyzing digital evidence to uncover cybercrimes, supporting legal proceedings, and maintaining the integrity of digital investigations. Forensic tools, preservation of digital evidence, and ethical practices will also be covered.

Prerequisite: ITS110

CYBR240 Network Security Fundamentals

This course introduces students to the core principles of cybersecurity with a focus on network threats, vulnerabilities, and secure network design. Students will explore malware types, secure communication protocols, network devices, and wireless security strategies. Emphasis is placed on threat identification, mitigation techniques, and the implementation of basic security controls in wired and wireless environments. The course aligns with objectives of CompTIA Security+ certification.

Prerequisite: ITS250 or ITS150

CYBR245 Network Defense and Security Operations

This course builds on foundational security concepts to focus on defending IT systems through proactive security operations. Students will learn how to harden hosts and applications, configure authentication and access controls, implement encryption, and monitor systems for malicious activity. The course also covers incident response, risk assessment, and forensic procedures. The course aligns with objectives of CompTIA Security+ certification.

Prerequisite: CYBR240

CYBR250 Incident Response and Disaster Recovery

This course introduces students to the principles and practices of responding to information security incidents and implementing effective disaster recovery strategies. Students will learn how to identify, manage, and mitigate security incidents through structured response plans, forensic procedures, and post-incident analysis. Emphasis is placed on business continuity planning, disaster recovery planning (DRP), and legal and regulatory considerations.

Prerequisite: ITS110, CYBR240

CYBR260 Offensive Security and Ethical Hacking

This course introduces ethical hacking techniques and penetration testing methodologies used to identify and exploit security vulnerabilities in systems, networks, and applications. Students will learn how to conduct reconnaissance and assess risks in a controlled, ethical manner. Emphasis is placed on vulnerability analysis, documentation, and the development of remediation strategies to strengthen organizational security.

Prerequisite: ITS110, CYBR240

CYBR300 Cybersecurity Threat Analysis

This course focuses on threat detection, vulnerability management, incident response, and security operations. The emphasis is on identifying and mitigating cyber threats using behavioral analytics, threat intelligence, and security monitoring techniques. The course aligns with the objectives for the CompTIA Cybersecurity Analyst (CySA+) certification.

Prerequisite: CYBR205 or ITS240

DGN100 Design I

This course introduces design theory and practices used in visual design and communication. Topics focus around developing the fundamental knowledge of design elements and design principles and their application in visual communication. These design fundamentals are universal across all forms of visual design; allowing their use in a variety of industries to aid in visual design solutions.

DGN110 Design II

This course expands on design theory and practices used in visual design covered in previous courses while introducing additional design components. Topics focus on developing knowledge of; design elements, design principles, gestalt principles, color theory, typography, and conceptualization. Project throughout the course will guide students on utilizing a variety of design components through practical application of 2D and 3D design solutions.

Prerequisite: DGN100

DIG101 Animation Foundations

This comprehensive course provides an introduction to Maya software, covering the fundamentals of 2D and 3D animation and its application in video game development. Students will become familiar with Maya's interface, including menus, panels, and essential tools. Through hands-on learning, they will develop a foundational understanding of Maya, preparing them for more advanced coursework in the program.

DIG110 Digital Illustration

This course introduces students to drawing and design within a digital workspace, blending traditional artistic foundations with modern digital techniques. Emphasizing core skills in drawing and painting, it explores digital image creation methods widely used in contemporary design. Covering concepts from various artistic disciplines, the course equips students with a diverse skill set and insight into the techniques behind some of the world's most renowned artworks.

DIG120 Introduction to Color Theory

This course guides students through the principles of light and its role in creating color. Students will explore the science behind color perception and how light enables us to see and interpret colors. Topics may include the color spectrum, the behavior of light through reflection, refraction, and absorption, as well as key concepts such as value, hue, saturation, color harmony, and contrast.

DIG130 Introduction to Modeling

This course introduces students to the fundamentals of polygon modeling in Maya, focusing on the techniques used to create and refine 3D models. Students will explore the principles of polygonal topology, edge flow, and efficient geometry construction. The course covers essential modeling tools and workflows, including extruding, beveling, bridging, and manipulating vertices, edges, and faces. Students will also learn best practices for hard surface and organic modeling, developing a strong foundation in 3D asset creation for animation, games, and visual effects.

Prerequisite: DIG101

DIG160 Introduction to Animation

In this class students will look at Animation software and learn basic concept of animation. Students will learn how to plan, create, and refine animations. Furthermore, students will also learn about the history of animation.

Prerequisite: DIG101

DIG200 Motion Graphics

In this course, students will explore motion graphics tools and gain insight into the motion graphics industry. They will learn to design and animate engaging visuals, incorporating dynamic text, title sequences, and credit animations. Through hands-on projects, students will develop the skills needed to create compelling motion graphics for various media, including film, television, and digital platforms.

Prerequisite: WDD110

DIG210 Introduction to Shading and Lighting

This course introduces students to the fundamentals of UV mapping, texturing, materials, lighting, and rendering in Maya. Students will expand their proficiency with the software as they explore essential tools and techniques for applying textures, creating materials, and setting up lighting for 3D scenes. The course covers shading, camera setup, and layering techniques to enhance visual quality.

Prerequisite: DIG101

DIG220 Introduction to Rigging

This course introduces students to the fundamentals of rigging in Maya, focusing on connections, joint systems, IK and FK controls, and deformers. Students will learn how to develop skeletal structures and animation controls for a variety of objects, including characters, props, and mechanical rigs. The course covers key techniques such as binding, weight painting, and setting up controls to create dynamic and functional rigs. Students will explore how joints and deformers influence movement, gaining hands-on experience in designing and implementing rigs for both organic and mechanical models.

Prerequisite: DIG210

DIG230 Introduction to Digital Sculpting

This course introduces students to the fundamentals of digital sculpting using ZBrush. Students will learn how to create and refine 3D models, starting with a base mesh in Maya and enhancing details within ZBrush. The course covers key topics such as interface navigation, sculpting techniques, texturing workflows, and exporting normal and displacement maps for integration into Maya.

Prerequisite: DIG210

DIG305 Character Creation 1

In this course, students will learn to create 3D character models using industry-standard techniques for games and film. They will explore the differences between organic modeling and hard surface modeling, building on their previous knowledge to develop efficient workflows. The course focuses on refining shapes, topology, and detailing methods to create expressive and stylized character models.

Prerequisite: DIG230

DIG310 Advanced Image Editing

This course provides an in-depth exploration of Photoshop's advanced capabilities, focusing on non-destructive workflows that enhance flexibility and efficiency. Students will learn techniques that allow for easy adjustments, catering to the needs of art directors and production environments. The course covers value painting, blending modes, and advanced photo manipulation techniques, equipping students with the skills to create and refine digital artwork with precision and adaptability.

Prerequisite: WDD110

DIG315 Advanced Texture and Shader Creation

This advanced course builds on the foundational concepts introduced in the previous rendering course, guiding students through the next phase of the 3D animation pipeline. The primary focus is on developing and applying texture maps, shaders, and material networks to enhance 3D models. Students will explore advanced UV layout techniques, texture painting methods, and shader development processes to create visually rich and optimized assets.

Prerequisite: DIG210

DIG320 Digital Compositing

This course will introduce students to the fundamental aspects of digital compositing. Students will learn how to combine live film with digital renderings so that they blend seamlessly. Topics that will be covered in this class are advanced Green Screen techniques, rotoscoping, camera matching, and a multitude of advanced compositing techniques to make film shots blend seamlessly together.

Prerequisite: DIG210

DIG335 Character Rigging

This advanced rigging course builds on foundational concepts, focusing on the creation and implementation of animation rigs for a variety of 3D assets. From characters to mechanical objects, students will explore techniques for controlling movement, rotation, squash, and stretch. The course covers character rigging, mechanical rigging, and skinning techniques used in both film and video game production, providing hands-on experience in developing flexible and efficient animation rigs.

Prerequisite: DIG220

DIG345 Game Development

This course introduces students to video game creation using Maya. Students will learn to build environments, animate assets, and apply motion and controls within a game setting. The course covers essential techniques in modeling, animation, and rendering, focusing on creating interactive levels and effects. Through hands-on projects, students will develop a functional and engaging final game.

Prerequisite: DIG230

DIG370 Advanced Animation

This course explores the role of acting in animation, emphasizing the importance of body language, emotion, and performance. Students will learn how to record their own movements as reference for animation and analyze what makes a performance believable.

Prerequisite: DIG160

DIG405 Animation for Games

This course examines the key differences between game animation and cinematic animation, focusing on game-specific movements rather than character acting. Students will create animations such as walk cycles, combat actions, and jumps, ensuring characters move convincingly through 3D space from all angles.

Prerequisite: DIG345

DIG415 Character Creation 2

This course guides students through the process of creating rounded, organic shapes in Maya. Building on foundational modeling skills, students will focus on advanced techniques for developing smooth, natural forms. The course explores methods for refining topology and preparing models for seamless integration into rigging and animation workflows.

Prerequisite: DIG305

DIG420 Game Asset Creation

This course focuses on modeling and texturing game assets, emphasizing techniques for creating optimized, high-quality models. Students will learn the differences between film and game modeling, including working within polycount constraints and maintaining strong silhouettes for effective game design. The course also covers industry-standard texturing methods, exploring how different texture maps enhance game assets for various genres and platforms.

Prerequisite: DIG345

DIG430 3D Scene Creation

This course builds on students' skills in modeling and texturing by introducing advanced techniques in UV mapping, composition, lighting, material setup, and rendering. Students will gain hands-on experience with industry-standard rendering software, learning how to create complex shading networks and advanced lighting effects. The course emphasizes high-quality image production, guiding students through the process of crafting compelling compositions and achieving professional-level renders used in the visual effects industry.

Prerequisite: DIG315

DIG440 Environmental Modeling

This intensive course focuses on environmental modeling, introducing students to various techniques and workflows for creating detailed indoor and outdoor environments using industry-standard animation software. Students will explore efficient modeling methods, asset optimization, and texturing strategies to build immersive and visually compelling environments. The course emphasizes best practices for structuring scenes, managing complexity, and preparing assets for integration into games, animation, or visual effects projects.

Prerequisite: DIG230

ECON201 Introduction to Economics

This course examines foundational concepts in microeconomics and macroeconomics, focusing on supply and demand, market structures, economic policies, and global economic trends. Students will explore how economic principles impact businesses and consumer decision-making. Emphasis is placed on real-world applications of economic theory in business and government.

ENG100 English Composition I

This course focuses on developing strong writing and critical thinking skills through various forms of written communication. Students will learn to craft clear, well-structured essays, conduct research, and use proper citation methods. Emphasis is placed on organizing ideas, developing arguments, and refining grammar and style. By the end of the course, students will be able to produce well-reasoned, coherent written work for academic and professional purposes.

ENG200 English Composition II

Building on English Composition I, this course focuses on advanced writing, research, and analytical skills. Students will engage in critical reading, argumentative writing, and research-based projects. Emphasis is placed on effective communication, persuasive writing, and academic integrity. By the end of the course, students will be able to craft well-researched, compelling arguments across various disciplines.

ENG305 Speech and Rhetoric

This course explores the principles of effective public speaking and persuasive communication. Students will develop skills in speech writing, delivery, and audience engagement. Topics include rhetorical strategies, speech structure, and presentation techniques. By the end of the course, students will be able to craft and deliver compelling speeches for academic, professional, and public settings.

FIN200 Financial Management

This course provides an overview of financial management principles, including time value of money, risk and return, capital budgeting, and financial statement analysis. Students will explore the role of financial markets, investment strategies, and corporate finance decision-making. Practical applications of financial tools and techniques will be emphasized to support strategic business decisions.

FIN260 Personal Finance

This course covers financial literacy topics such as budgeting, saving, investing, and credit management. Students will develop strategies for managing personal finances and making informed financial decisions. By the end of the course, students will be able to create a financial plan for personal and professional success.

Prerequisite: MTH101

HCM110 Medical Terminology

Students gain an understanding that many medical terms are made up of interchangeable word parts that are used over and over in different combinations. Students in this course learn about different subsystems of the human body and their accompanying terms, as well as examine the structure of word parts and functions of each subsystem. Students also examine how terminology relates to pathology, diagnostic procedures, treatment procedures, and pharmacology.

HCM130 Diagnosis Coding Compliance

This course introduces students to the regulations, ethical considerations, and compliance standards involved in diagnosis coding within healthcare organizations. Emphasis is placed on accuracy, documentation integrity, and the consequences of non-compliance with federal guidelines.

Prerequisite: HCM110

HCM140 Insurance Informatics

This course explores how data and informatics technologies support decision-making, risk analysis, and claims processing in healthcare insurance systems. Students learn to work with common insurance data platforms and apply informatics to improve financial and clinical outcomes.

Prerequisite: HCM110

HCM150 Understanding Health Insurance

This course provides an overview of public and private health insurance systems in the U.S., including terminology, plan types, and reimbursement models. Students explore the roles of payers, providers, and policyholders.

HCM160 ICD-10 Diagnosis Coding

This course introduces students to the structure and use of the ICD-10-CM classification system. Students gain foundational skills in selecting appropriate diagnosis codes based on clinical documentation.

HCM170 Current Procedural Coding

This course introduces students to procedural coding systems, including CPT and HCPCS. Students learn to assign basic codes for procedures and services provided in clinical settings.

HCM175 Procedural Coding Compliance

This course focuses on the rules, regulations, and documentation standards for compliant procedural coding. Students learn the importance of accuracy in procedure coding to avoid claim denials and audits.

Prerequisite: HCM110

HCM180 Patient Experience and Engagement Strategies

This course examines strategies to improve the patient experience and foster engagement in healthcare settings. Emphasis is placed on communication, satisfaction, and patient-centered care.

HCM190 Service Quality & Care Access in Diverse Populations

This course introduces students to healthcare service quality and equitable care access among diverse populations. Topics include social determinants of health, cultural competence, and service barriers.

HCM200 Electronic Health Records

Students will learn how medical software supports the key steps in the patient care process, from scheduling appointments to final billing. They will gain practical experience in creating and managing patient files, processing claims, and handling payments. The course covers important aspects of billing procedures, financial reporting, and office workflows, with a focus on the integral role of technology in healthcare administration. Additionally, students will explore advanced software features such as aging reports, period closes, and data management. To reinforce their learning, students will complete assessments using McGraw Hill resources.

Prerequisites only for OA HCM program: HCM110, HCM150, HCM160, HCM170

HCM210 Medical Field Overview

This course teaches students about health care accreditation, the history of health care, and the continuum of care. Students interested in medical careers will learn how health facilities, providers, and staff deliver health care standards in the U.S. Topics may include the practical and theoretical applications of health information management techniques. The course also explores career opportunities in health care, health information management organizations, networks, and professional advancement.

HCM220 Medical Office Functions

This course covers a wide range of office management topics, including the office environment, employees, systems, and functions. Students will learn how to manage office files and records, stay organized, work well with others, and solve problems using the skills they've learned. The course may also cover basic solutions and the latest marketing techniques.

HCM230 Applied Health and Ethics in Healthcare

In this course, students will explore the legal, regulatory, and ethical frameworks governing healthcare organizations. Emphasis is placed on the practical application of healthcare laws, patient rights, and ethical decision-making in clinical and administrative settings. Through case studies and real-world scenarios, students will examine how to balance compliance, care quality, and professional responsibility.

HCM240 Revenue Cycle for Healthcare

This course introduces students to facility operations and strategic approaches for enhancing efficiency in healthcare environments. Students will learn to apply management principles, utilize budgeting techniques, and improve operational workflows. Key topics include scheduling system development, productivity optimization, patient flow management, cost reduction strategies, and quality improvement methods. The course also covers performance improvement initiatives, pay-for-performance incentives, capacity management, and supply chain management, equipping students with practical skills to enhance healthcare facility operations.

HCM250 Fundamentals of Healthcare Finance

Fundamentals of Healthcare Finance provides a comprehensive introduction to the accounting and financial principles essential for healthcare management. Students will learn key concepts such as budgeting, financial planning, risk analysis, and financial reporting, with real-world examples to reinforce understanding. This course also covers the latest payment models using 1500 claim forms, current financial accounting standards, and the role of internal control and governance in maintaining financial accuracy. Additionally, students will explore strategies for identifying and preventing errors and fraud, while ensuring effective financial management in healthcare settings.

Prerequisite: HCM150

HCM260 Healthcare Human Resource Management

This course introduces students to a variety of topics that may include health informatics, human resources planning, organizations, recruitment and all-important retention of healthcare professionals, acknowledgement of incentive influences as motivation, changing demographics, culture diversity and other factors facing human resources.

HCM270 Foundations of Healthcare Supervision

In this course, students will develop foundational supervisory skills relevant to healthcare settings. Topics include team coordination, scheduling, conflict resolution, and effective communication strategies. Students will learn how to support staff and manage day-to-day operations within clinics, hospitals, and other healthcare environments.

HCM280 Advanced Healthcare Leadership & Compliance

In this course, students will build upon prior supervisory knowledge to examine advanced leadership concepts and compliance responsibilities. Students will explore regulatory standards, quality assurance processes, and organizational change management. The course emphasizes leading with integrity while ensuring alignment with legal and ethical standards in healthcare.

HCM290 Applied Healthcare Management

This culminating course in the degree in Healthcare Management program integrates key knowledge and skills from previous coursework, preparing students to transition into the professional healthcare environment. Through applied projects, collaborative case studies, and critical analysis, students will explore leadership strategies, organizational behavior, and the impact of health information systems and technology on decision-making and patient outcomes. Students will demonstrate an understanding of healthcare financing, insurance models, cost control, and revenue management, alongside essential topics in human resources, compliance, and medical law and ethics. Emphasis is placed on regulatory frameworks, professional standards, and ethical responsibilities in managing healthcare operations. This challenges students to synthesize their learning into a comprehensive solution or strategy for a real-world healthcare management problem, showcasing readiness for entry-level leadership roles or further study.

HOS110 Introduction to Hospitality & Tourism

This course introduces students to foundational concepts and practical skills in Introduction to Hospitality & Tourism. Students will engage with core tools, methods, and industry practices to prepare for real-world applications. Course topics emphasize professional readiness and apply learning within the context of Introduction to Hospitality & Tourism.

HOS115 Hotel Operations & Front Desk Management

This course introduces students to foundational concepts and practical skills in Hotel Operations & Front Desk Management. Students will engage with core tools, methods, and industry practices to prepare for real-world applications. Course topics emphasize professional readiness and apply learning within the context of Hotel Operations & Front Desk Management.

HOS120 Hospitality Marketing & Sales

This course introduces students to foundational concepts and practical skills in Hospitality Marketing & Sales. Students will engage with core tools, methods, and industry practices to prepare for real-world applications. Course topics emphasize professional readiness and apply learning within the context of Hospitality Marketing & Sales.

HOS150 Hospitality Leadership & Team Management

This course introduces students to foundational concepts and practical skills in Hospitality Leadership & Team Management. Students will engage with core tools, methods, and industry practices to prepare for real-world applications. Course topics emphasize professional readiness and apply learning within the context of Hospitality Leadership & Team Management.

HOS180 Hospitality Guest Service Excellence

This course introduces students to foundational concepts and practical skills in Hospitality Guest Service Excellence. Students will engage with core tools, methods, and industry practices to prepare for real-world applications. Course topics emphasize professional readiness and apply learning within the context of Hospitality Guest Service Excellence.

HOS250 Portfolio in Hospitality

This course introduces students to foundational concepts and practical skills in Portfolio in Hospitality. Students will engage with core tools, methods, and industry practices to prepare for real-world applications. Course topics emphasize professional readiness and apply learning within the context of Portfolio in Hospitality.

HOS300 Food & Beverage Operations

This course introduces students to foundational concepts and practical skills in Food & Beverage Operations. Students will engage with core tools, methods, and industry practices to prepare for real-world applications. Course topics emphasize professional readiness and apply learning within the context of Food & Beverage Operations.

HOS370 Event Planning and Venue Management

This course introduces students to foundational concepts and practical skills in Event Planning and Venue Management. Students will engage with core tools, methods, and industry practices to prepare for real-world applications. Course topics emphasize professional readiness and apply learning within the context of Event Planning and Venue Management.

HOS480 Hospitality Law and Risk Management

This course introduces students to foundational concepts and practical skills in Hospitality Law and Risk Management. Students will engage with core tools, methods, and industry practices to prepare for real-world applications. Course topics emphasize professional readiness and apply learning within the context of Hospitality Law and Risk Management.

HRM230 Human Resources

This course introduces students to the principles of human resource management, including recruitment, employee relations, compensation, and workplace ethics. Students will examine how HR practices contribute to organizational success. By the end of the course, students will be able to evaluate HR strategies and apply them in business settings.

Prerequisite: BUS210

HRM250 Staffing and Development

This course explores the critical functions of staffing and development within organizations, focusing on strategies for attracting, selecting, and training employees. Students will learn to align staffing practices with organizational goals, navigate legal and ethical considerations, and develop effective training programs to enhance employee performance and drive organizational success.

HRM300 Labor Relations

This course examines labor relations, collective bargaining, and employment laws governing the workplace. Students will explore the history and structure of labor unions, dispute resolution methods, and strategies for managing employer-employee relationships. Case studies and real-world applications will highlight the role of HR professionals in fostering fair and effective labor practices.

HRM305 HR Analytics

This course introduces students to the fundamentals of HR analytics, focusing on how data can be leveraged to improve HR decision-making and organizational performance. Students will learn to apply analytical techniques to solve real-world HR challenges, communicate findings effectively, and critically evaluate HR analytics tools and methods.

HRM400 Compensation and Benefits

This course provides an in-depth understanding of compensation and benefits management systems. Students will analyze organizational compensation systems, prepare compensation plans, and develop employee benefits and incentive programs while considering ethical and legal implications.

HRM410 Employment Law and Compliance

This course provides an in-depth exploration of employment law and compliance, focusing on practical application, critical thinking, and career readiness. Students will analyze legal principles, develop HR policies, and assess compliance strategies in various workplace scenarios.

HUM200 World History

This course provides an overview of key historical events, civilizations, and cultural developments across the world. Topics include ancient civilizations, the Industrial Revolution, and modern global conflicts. Students will explore historical perspectives on social, economic, and political change. By the end of the course, students will be able to analyze historical trends and their impact on contemporary society.

ITS100 Hardware Technology Fundamentals

This course introduces the fundamentals of PC hardware, devices, and support. Students will explore the internal and external components of a modern computer, learn to install and configure Windows, prepare storage systems, and implement virtual machines using modern hypervisors. An emphasis is placed on the support of basic computer systems in both physical and virtual environments. The course aligns CompTIA A+ Core 1 objectives.

ITS110 Operating Systems and Security

This course builds on PC systems foundations by focusing on system administration, troubleshooting, and security practices. Students will learn to manage and configure Windows and Linux environments, utilize system tools, manage user access, configure networks, and implement secure practices. The course aligns with CompTIA A+ Core 2 objectives.

Prerequisite: ITS100

ITS120 Managing Computer Devices

This course prepares students for the CompTIA A+ certification exam by evaluating their knowledge and practical skills. It assesses their ability to install, manage, repair, and troubleshoot PC hardware and operating systems, including Windows, Linux, and macOS. Throughout the course, students explore Active Directory, user and group management, virtual memory, system backup, and other key functions of Windows, macOS, and Linux distributions. Additionally, the curriculum covers security best practices, incident response, social engineering, and other security-related topics. Students also engage in scenario-based learning to analyze workplace situations objectively.

Prerequisite: ITS100 and ITS110

ITS130 Systems Support

In this course, students explore operating systems specifically designed for networking, examining the differences among various systems. They gain hands-on experience by installing and customizing these operating systems, utilizing system registries and diagnostic tools, and troubleshooting common issues. Additionally, the curriculum covers a range of topics, including internet communication, web browsing, email usage, file transfers, and communication through phone lines and modems, providing a comprehensive understanding of both the technical and practical aspects of networking.

Prerequisite: ITS 100, ITS 110, and ITS 120

ITS200 Microsoft Endpoint Administrator

This course provides students with the skills needed to install, configure, secure, and troubleshoot modern Windows client operating systems in an enterprise environment. Throughout the course, students will learn about Windows client deployment, identity and access management, device compliance, security policies, and troubleshooting strategies using Microsoft Intune, Azure Active Directory (Azure AD), and other enterprise tools. The course prepares students for client-focused IT support roles and aligns with Microsoft Endpoint Administrator certification objectives.

Prerequisite: ITS110

ITS205 Network Subnetting and TCP/IP

In this course, students will learn about the TCP/IP suite of protocols that provide the basis for networking communication. They will also review several transmission and networking protocols and applications. These include decimal-to-binary conversion, classful and classless addressing, mapping Internet addresses to physical addresses, and error and control messages.

ITS220 Introduction to Database Management

This course introduces students to the fundamentals of relational database systems, including database design, implementation, and administration. Students will learn to model data, create and manage database structures, and use structured query language (SQL) to retrieve and manipulate data. Key topics include data normalization, entity-relationship modeling, and strategies for ensuring data integrity and security. Through hands-on exercises, students will gain practical experience in building efficient and secure databases to support real-world applications.

ITS250 Network Infrastructure and Operations

This course provides a comprehensive foundation in modern networking, focusing on physical infrastructure, network addressing, switching, and routing fundamentals. Topics include the OSI model, TCP/IP, and basic network troubleshooting. The course aligns with objectives from the CompTIA Network+ certification.

Prerequisite: ITS100

ITS260 Network System Services

Network Information Services provide the structure for authenticating and authorizing users at work. This course prepares students to manage and administer these services in a Windows domain environment. Topics include Active Directory, Group Policy, File Services, DNS, Remote Access Management, Server Management, and many other supporting services.

Prerequisite: ITS150, ITS205

ITS310 Linux Administration

This course introduces students to Linux operating systems and their core components, including the Linux kernel and various distributions. Students will gain practical skills in installing and configuring Linux, managing file systems, administering users and groups, installing and updating software, and navigating different user interfaces. Additional topics include system startup and shutdown processes, enabling students to effectively manage and maintain Linux environments. The course is aligned to the CompTIA Linux+ objectives.

Prerequisite: ITS110, ITS250 or ITS150, CYBR200

ITS320 Cross Platform Operating Systems II

The purpose of this course is to prepare students for Advanced Cross-Platform Skills. It covers strategy selection, the management of Cross-Platforms, and the protection of these systems. It also explores how to integrate various platforms to ensure seamless communication and collaboration across different systems. Students will develop the necessary skills to troubleshoot complex multi-platform environments and optimize performance.

Prerequisite: ITS310

ITS330 Cloud Deployment and Automation

This course prepares students for the Microsoft Certified: Azure Developer Associate (AZ-204) exam by covering key topics such as Azure development, storage solutions, security, and monitoring. Students will gain hands-on experience with Azure services, including building cloud-based applications, integrating APIs, and developing scalable solutions. By the end of the course, students will be ready to take the AZ-204 exam and apply their skills to real-world development projects in Azure.

Prerequisite: CYBR200, ITS250 or IT15, Recommend ITS430

ITS340 IT Auditing and Risk Management

This course covers the principles, practices, and methodologies involved in Information Technology (IT) auditing. Topics include risk assessment, compliance testing, control evaluation, and reporting, equipping students with the knowledge and skills necessary to navigate the dynamic landscape of IT governance and risk management.

Prerequisite: CYBR205 or ITS240, ITS250 or ITS150

ITS350 Advanced Networking with Cisco Technologies

This course provides students with in-depth knowledge of Cisco networking technologies, focusing on advanced configuration, management, and troubleshooting of routers and switches. Topics include VLANs, inter-VLAN routing, dynamic routing protocols, addressing, IP services, and access control.

Prerequisite: ITS250 or ITS150

ITS360 Agile Methodologies and Practices

This course introduces students to Agile principles, values, and frameworks used in modern software and systems development. Emphasizing adapting Agile practices to IT operations and service delivery, students will explore the application of different Agile methodologies and tools to various stages of the project lifecycle. Topics include iterative development, user stories, backlog grooming, sprint planning, team roles, Agile metrics, and continuous improvement.

Prerequisite: PMT255

ITS370 Hybrid Windows Server Infrastructure

This course prepares students to deploy, configure, and manage core Windows Server services both on-premises and in hybrid environments. Topics include server roles, PowerShell automation, IP configuration, DNS, DHCP, and the essentials of Active Directory. Students will also begin to explore Azure-based infrastructure integrations. The course aligns with MS AZ-800 objectives.

Prerequisite: ITS110, ITS150, ITS250

ITS380 Hybrid Server Administration and Cloud Integration

Building on core Windows Server infrastructure skills, this course focuses on managing hybrid identities, virtualization, and cloud-enabled services. Students will deploy virtual machines and containers, configure hybrid network connectivity, and implement advanced storage and security features using Azure and on-premises tools. Focus on hybrid administration, automation, virtualization, and network connectivity. The course aligns with MS AZ-800 objectives.

Prerequisite: ITS370 or ITS180

ITS400 Cybersecurity Law, Ethics, and Policy

This course explores the legal, ethical, and regulatory dimensions of information technology and cybersecurity. Students will examine major data protection and privacy laws, intellectual property considerations, cybersecurity compliance frameworks, and ethical theories relevant to IT decision-making. Prior familiarity with IT systems and cybersecurity strategies is recommended but not required.

ITS410 Introduction to Enterprise Communication

Effective communication is crucial to organizational success in today's interconnected business world. This course is designed to equip students with the technical skills necessary to navigate and utilize the primary communication tools used in modern enterprises, including Microsoft Teams, Zoom, Slack, Discord, email systems, mobile messaging, and VoIP systems. Students will gain hands-on experience with setting up, managing, and utilizing these platforms for collaboration, project management, virtual meetings, and customer communication. Throughout the course, students will explore best practices for professional communication, ensuring security, privacy, and efficiency across various platforms. They will also learn to integrate these tools to create seamless communication workflows within organizations. This course will prepare students to leverage technology to enhance team collaboration, manage client relationships, and respond to business challenges in a digital-first environment.

Prerequisite: ITS130

ITS420 ITIL Foundations

This course introduces ITIL® 4, the globally recognized framework for IT Service Management (ITSM). It covers key ITIL concepts, the four dimensions of service management, the Service Value System (SVS), and essential ITIL practices that support the effective delivery of IT services. The application of ITIL principles to improve service quality, efficiency, and alignment with business goals is emphasized. The course is aligned to ITIL® 4 Foundation certification objectives.

Prerequisite: ITS11

ITS430 Cloud Infrastructure and Services

This course introduces students to the core technologies and deployment models that define modern cloud computing. Topics include virtualization, cloud service models (IaaS, PaaS, SaaS), networking, storage, and security in cloud environments. Students will learn to deploy, manage, and troubleshoot cloud infrastructure. The course aligns with objectives from the CompTIA Cloud+ certification.

Prerequisite: ITS150 or ITS250

ITS450 Systems Analysis and Design

This course introduces students to the principles, techniques, and tools used in the analysis and design of information systems. Emphasizing both structured and object-oriented approaches, students learn to gather requirements, model business processes, design system architectures, and document system specifications. Through case studies and real-world projects, students apply industry-standard methodologies such as the Systems Development Life Cycle (SDLC), Agile, and UML to develop and communicate effective system solutions.

Prerequisite: CYBR200 and ITS220

ITS470 DevOps Principles and Practices

This course introduces students to the principles, culture, and practices of DevOps to enhance the speed, quality, and consistency of technology deployments in modern IT environments. Students will explore key concepts such as continuous integration, continuous delivery (CI/CD), infrastructure as code, automation, monitoring, and feedback loops. Emphasis is placed on streamlining workflows, improving system reliability, and fostering cross functional collaboration.

Prerequisite: ITS250

ITS499 Information Technology Capstone

This culminating course synthesizes and applies knowledge gained throughout the IT program in a comprehensive, project-based experience. Students design and document a solution to a real-world IT problem aligned with their area of interest. Emphasis is placed on planning, research, system design, architecture documentation, and professional presentation.

Prerequisite: Completion of IT Core Courses

LAU100 College Orientation

This course introduces students to the skills and strategies needed for success in college and beyond. Topics include goal setting, time management, effective study techniques, and critical thinking. Students will explore resources available to support academic and career growth while developing skills in communication, collaboration, and self-advocacy. By the end of the course, students will be prepared to navigate their academic journey with confidence and apply essential success strategies in both educational and professional settings.

LAU105 Introduction to Word Processing

Students will develop essential word processing skills needed for academic and professional success. This course covers formatting, document design, tables, and collaboration tools within word processing software. Students will learn to create, edit, and format professional documents, enhancing their ability to communicate effectively in business and academic settings. By the end of the course, students will be proficient in using word processing tools for written communication and document creation.

LAU115 Computer Applications

This course introduces students to essential computer applications used in academic and professional settings. Students will gain hands on experience with Microsoft Word, Excel, and PowerPoint, focusing on the creation, formatting, and integration of documents, spreadsheets, and presentations. Emphasis is placed on real-world tasks such as document editing, data analysis, and presentation development to prepare students for workplace productivity.

LAW240 Business Law

This course provides an overview of legal principles affecting businesses, including contracts, intellectual property, employment law, and ethical considerations. Students will learn how legal frameworks impact business decision-making. By the end of the course, students will understand key legal concepts relevant to business operations.

Prerequisite: BUS100

LGM201 Introduction to Logistics & Supply Chain Management

This course provides a foundational overview of logistics and supply chain systems, including sourcing, production, transportation, warehousing, and distribution. Emphasis is placed on key concepts, industry terminology, and the relationships between supply chain partners that impact efficiency and organizational performance.

LGM310 Transportation & Distribution Management

This course examines the planning and management of transportation and distribution networks. Topics include carrier selection, freight movement, network optimization, regulatory considerations, and cost analysis. The course highlights how effective transportation strategies support competitive and responsive supply chain operations.

LGM325 Inventory & Warehouse Operations

This course explores the principles and practices of inventory control and warehouse management. Coverage includes demand forecasting, inventory models, storage systems, materials handling, and performance measurement. The course emphasizes how effective inventory and warehouse strategies enhance service levels and cost efficiency.

LGM401 Procurement & Contract Management

This course focuses on sourcing, supplier evaluation, contract negotiation, and supplier relationship management. Key topics include procurement strategies, contracting principles, legal and ethical considerations, and performance monitoring. The course highlights the role of procurement in ensuring supply continuity and organizational value.

LGM415 Logistics Technology & Data Analytics

This course examines technologies and analytical tools used to optimize logistics operations. Topics include supply chain information systems, automation, tracking technologies, predictive analytics, and data-driven decision-making. The course emphasizes the impact of digital transformation on visibility, speed, and operational effectiveness.

MKT220 Principles of Marketing

Students will explore fundamental marketing concepts, including consumer behavior, branding, advertising, and digital marketing strategies. This course examines how businesses create value for customers and build competitive advantages. By the end of the course, students will be able to develop marketing strategies that align with business goals.

Prerequisite: BUS100

MKT315 Consumer Behavior

This course explores the psychological, cultural, and social factors that influence consumer decision-making. Students will examine how businesses use consumer insights to shape marketing strategies. Topics include perception, motivation, buying habits, and digital influence on purchasing behavior. By the end of the course, students will be able to analyze consumer trends and apply behavioral theories to marketing strategies.

Prerequisite: MKT220

MKT360 Strategic Marketing

This course examines how businesses develop and execute marketing strategies to achieve competitive advantage. Topics include market research, brand positioning, integrated marketing communications, and digital strategy. Students will apply marketing concepts through case studies and projects. By the end of the course, students will be able to formulate strategic marketing plans tailored to different business environments.

Prerequisite: MKT220

MKT420 Social Media Management

This course covers social media strategies for brand engagement, audience building, and content marketing. Students will explore platform-specific strategies for Facebook, Instagram, LinkedIn, TikTok, and emerging platforms. Topics include analytics, influencer partnerships, and crisis management in social media. By the end of the course, students will be able to develop and execute social media campaigns aligned with business goals.

Prerequisite: BUS100

MTH101 Introductory Algebra

This course introduces students to fundamental algebraic concepts, including equations, inequalities, functions, and graphing. Students will develop problem-solving skills through real-world applications of algebra, preparing them for more advanced mathematical concepts. By the end of the course, students will have a strong foundation in algebra to support future coursework in business, science, and technology.

MTH240 Statistics

This course introduces students to statistical concepts and their applications in decision-making. Topics include probability, data analysis, hypothesis testing, and interpretation of results. Students will develop critical thinking skills through real-world statistical problems and case studies. By the end of the course, students will be able to collect, analyze, and present data effectively in academic and professional settings.

PHY200 Physical Science

Students will explore the principles of physics and chemistry, including motion, energy, atomic structure, and chemical reactions. This course emphasizes real-world applications of physical science concepts. By the end of the course, students will be able to apply scientific reasoning to analyze natural phenomena.

PMT255 Project Management

Students will learn project planning, scheduling, budgeting, and risk management techniques. This course covers industry-standard project management tools and best practices. By the end of the course, students will be able to create project plans and manage resources effectively.

POL210 Introduction to American Politics *

This course provides a survey of U.S., state, and local governments with attention to the unique aspects of Nevada government. Students will learn about the origin, history, provisions, and principles of the U.S. Constitution and the Constitution of the State of Nevada.

**This course is a one (1) credit course and fulfills the Nevada state requirement for study of the State of Nevada and U.S. constitutions.*

PSY140 Introduction to Psychology

Students will explore fundamental concepts of psychology, including human behavior, cognition, development, and mental health. This course examines psychological theories and their real-world applications. By the end of the course, students will be able to analyze psychological influences on behavior and decision-making.

SMF100 Smart Manufacturing Systems

This course provides an overview of smart manufacturing principles, technologies, and systems integration. Topics include Industry 4.0 concepts, cyber-physical systems, connected production environments, and the role of data, automation, and interoperability in modern manufacturing. Emphasis is placed on understanding how digital tools and intelligent systems improve efficiency, quality, and responsiveness in industrial operations.

SMF150 Manufacturing Processes and Systems

This course introduces the major manufacturing processes and systems used in modern production environments. Topics include material transformation methods, discrete and continuous production systems, equipment classifications, and workflow design. Emphasis is placed on understanding how traditional processes integrate with smart manufacturing systems to support efficiency, quality, and flexibility.

SMF200 Industrial Data Communications

This course introduces the communication technologies used to connect sensors, controllers, machines, and enterprise systems in modern industrial environments. Topics include industrial networking protocols, signal types, bus systems, and data exchange standards such as Modbus, OPC UA, and MQTT. Emphasis is placed on reliable data transfer, protocol selection, and system-level communication design for smart manufacturing.

SMF220 Edge and Cloud Integration in Manufacturing

This course explores how industrial systems leverage edge computing and cloud platforms to support real-time monitoring, analytics, and decision-making. Topics include data acquisition, IIoT architecture, secure communication protocols, edge gateway configuration, and hybrid cloud deployments. Emphasis is placed on designing resilient and efficient infrastructure for smart manufacturing environments.

SMF250 Industrial Analytics and Visualization

This course explores how industrial data is collected, processed, and visualized to support performance monitoring, quality improvement, and decision-making in manufacturing environments. Topics include key performance indicators (KPIs), dashboard design, real-time monitoring, and basic analytics for production and maintenance data. Emphasis is placed on turning operational data into actionable insights using practical visualization tools.

SMF300 Intelligent Manufacturing Systems

This course explores how modern technologies enable responsive, adaptive, and connected manufacturing environments. Topics include digital twins, AI-enhanced process optimization, machine learning applications, autonomous systems, and predictive maintenance. Emphasis is placed on the integration of cyber-physical systems, real-time data, and smart infrastructure in manufacturing settings.

SMF350 Lean & Agile Smart Manufacturing

This course explores lean and agile principles as applied in smart manufacturing environments. Topics include waste reduction, continuous improvement, takt time, value stream mapping, and agile methods for responding to demand variability and product customization. Emphasis is placed on using data-driven tools and flexible production strategies to optimize efficiency, adaptability, and responsiveness in digitally connected operations.

SMF400 Supply Chain & Logistics in Industry 4.0

This course explores lean and agile principles as applied in smart manufacturing environments. Topics include waste reduction, continuous improvement, takt time, value stream mapping, and agile methods for responding to demand variability and product customization. Emphasis is placed on using data-driven tools and flexible production strategies to optimize efficiency, adaptability, and responsiveness in digitally connected operations.

SOC120 Introduction to Sociology

This course explores the study of human society, culture, and social behavior. Topics include social structures, group dynamics, institutions, and social change. Students will examine how cultural, economic, and political factors shape individual and group experiences. By the end of the course, students will be able to apply sociological concepts to analyze societal trends and current events.

VIBE101 Foundations of AI-Assisted Coding

This course introduces students to foundational concepts and practical skills in Foundations of AI Assisted Coding. Students will engage with core tools, methods, and industry practices to prepare for real-world applications. Course topics emphasize professional readiness and apply learning within the context of Foundations of AI Assisted Coding.

VIBE110 Prompt Engineering for Software Developers

This course introduces students to foundational concepts and practical skills in Prompt Engineering for Software Developers. Students will engage with core tools, methods, and industry practices to prepare for real-world applications. Course topics emphasize professional readiness and apply learning within the context of Prompt Engineering for Software Developers.

VIBE120 Python and JavaScript with AI Tools

This course introduces students to foundational concepts and practical skills in Python and JavaScript with AI Tools. Students will engage with core tools, methods, and industry practices to prepare for real-world applications. Course topics emphasize professional readiness and apply learning within the context of Python and JavaScript with AI Tools.

VIBE130 Agile Projects in the Age of AI

This course introduces students to foundational concepts and practical skills in Agile Projects in the Age of AI. Students will engage with core tools, methods, and industry practices to prepare for real-world applications. Course topics emphasize professional readiness and apply learning within the context of Agile Projects in the Age of AI.

VIBE140 Quality, Secure, and Ethical AI Coding

This course explores best practices for creating high-quality, secure, and ethically responsible AI-assisted software. Students learn techniques for testing, debugging, and improving AI-generated code, including unit testing, TDD, and secure coding. The course also examines intellectual property, bias detection, and ethical considerations in AI-augmented development, preparing students to build reliable and accountable software systems.

VIBE150 Cloud Development & Deployment with AI

This course introduces students to foundational concepts and practical skills in Cloud Development & Deployment with AI. Students will engage with core tools, methods, and industry practices to prepare for real-world applications. Course topics emphasize professional readiness and apply learning within the context of Cloud Development & Deployment with AI.

VIBE160 AI for UI/UX Development

This course introduces students to foundational concepts and practical skills in AI for UI/UX Development. Students will engage with core tools, methods, and industry practices to prepare for real-world applications. Course topics emphasize professional readiness and apply learning within the context of AI for UI/UX Development.

VIBE170 Building APIs with AI Assistance

This course introduces students to foundational concepts and practical skills in Building APIs with AI Assistance. Students will engage with core tools, methods, and industry practices to prepare for real-world applications. Course topics emphasize professional readiness and apply learning within the context of Building APIs with AI Assistance.

VIBE180 AI-Driven Software Development Project

This course introduces students to foundational concepts and practical skills in AI Driven Software Development Project. Students will engage with core tools, methods, and industry practices to prepare for real-world applications. Course topics emphasize professional readiness and apply learning within the context of AI Driven Software Development Project.

VID130 Introduction to Digital Video Production

This course provides an overview of foundational video production practices. Students are introduced to basic concepts in planning, shooting, and assembling video content while developing familiarity with essential production workflows. Emphasis is placed on exploring core techniques, organizing media, and building confidence in creating simple video projects from pre-production through final output.

Prerequisite: AUD110

VID170 Single Camera Production & Lighting

This course focuses on single-camera video production techniques, including shot composition, camera operation, and lighting. Students will learn how to use lighting effectively to enhance the look of video content and improve production quality.

Prerequisite: VID130

VID270 Video Editing

This course focuses on the principles of digital video editing, providing students with the skills to arrange footage, apply transitions, and refine projects using industry-standard software. Students will learn to enhance storytelling through effective editing techniques.

Prerequisite: VID130 and VID170

WDD101 Internet Fundamentals

This course introduces students to overarching terminology and production pipeline web design offers. From the perspective of a small business, students work through steps of pre-production. The course culminates with students creating webpages using WordPress, an industry standard Content Management Systems.

WDD110 Digital Graphics

This course introduces students to Adobe Photoshop, the fundamental graphics application and image editing software used in the computer graphics industry. Students learn the fundamentals of this software, and will study topics including selections, layers, masking, filters, image manipulation and correction, composition, painting, and optimization for the web. Students examine techniques for efficient editing, processing, and file handling. Topics in photo editing may be studied, including color enhancement, lighting correction, and overall retouching.

WDD120 Intro to HTML/CSS Design

In this course, students will learn how to reproduce common web design layout patterns to quickly create websites that are easy to understand and navigate. Students learn to create more complex multi column designs to make their pages easier to read and understand. Students learn the basics of wireframing and planning as they take first steps towards building custom layouts utilizing design patterns. Students review the anatomy of web pages and examine common workflows as well as build confidence via critiquing both their peers and ready-made examples.

WDD135 Graphic Design Fundamentals

This course covers the fundamentals of graphic design, emphasizing visual communication, typography, color theory, and compositional rules. Students will use industry-standard software to create professional layouts, branding materials, and digital assets. Hands-on projects and in-class critiques will help beginners to understand how design elements work together to convey effective messages.

Prerequisite: WDD110

WDD155 Vector Graphics

This course offers an in-depth exploration of vector graphics creation using Adobe Illustrator, focusing on techniques and principles essential to the field of graphic design. Students will develop proficiency in creating scalable artwork suitable for print and digital mediums, including logos, illustrations, icons, and branding materials and infographics.

WDD165 Advanced CMS

This course expands on web technology fundamentals by teaching students to create and manage multipage websites using WordPress. Through case studies, students design user-friendly sites while gaining hands-on experience with themes, plugins, and adding custom elements. Students will use Elementor Page Builder to rapidly build and customize webpages based on industry standards. Other plugins will be applied to create custom headers and footers.

Prerequisite: WDD101

WDD175 Intermediate HTML/CSS Design

This course builds on foundational HTML and CSS skills, emphasizing the creation of visually appealing, responsive, and user-friendly web designs. Students will explore advanced HTML structures, semantic markup, and modern CSS techniques, including Flexbox and Grid for layout design. The course also addresses responsive design principles, media queries, and best practices for cross-browser compatibility. Students will learn to enhance websites with animations, transitions, and interactive elements using CSS. Additional topics encompass accessibility, SEO-friendly coding practices, and the integration of third-party fonts and icons. Through hands-on projects, students will develop professional-quality web pages that adapt seamlessly to various screen sizes and devices. By the end of the course, students will possess the skills to design and build well-structured, visually engaging websites using industry-standard HTML and CSS techniques.

Prerequisite: WDD120

WDD205 UI/UX Design Fundamentals

This course introduces students to the core principles of User Interface (UI) and User Experience (UX) design. Students will explore the fundamentals of creating intuitive, user-friendly digital experiences by understanding design psychology, usability, and interaction design. The course covers key topics such as wireframes, prototyping, visual hierarchy, typography, and color theory. Students will learn about user research, accessibility standards, and best practices for designing responsive and mobile-friendly interfaces. Hands-on projects will allow students to apply UI/UX principles using industry-standard design tools like Figma or Adobe XD. By the end of the course, students will have a solid foundation in UI/UX design, empowering them to create engaging digital experiences that meet user needs and business goals.

Prerequisite: WDD135

WDD215 Advanced HTML/CSS Design

This course emphasizes advanced web design techniques using HTML and CSS, prioritizing the creation of modern, high-performance, and accessible websites. Students will delve into advanced CSS methodologies, such as CSS Grid, Flexbox, and custom animations, to formulate complex layouts and interactive user interfaces. The course includes CSS preprocessors like SASS/SCSS, design systems, and best practices for maintaining and scaling code. Students will also study performance optimization techniques, responsive design for various screen sizes, and accessibility compliance. Additional subjects encompass integrating SVG graphics, advanced typography, and CSS frameworks like Tailwind CSS or Bootstrap. Through hands-on projects, students will produce professional-quality web designs that are visually stunning, highly functional, and optimized for speed and usability. By the end of the course, students will possess the expertise to create cutting-edge websites that adhere to industry's best practices.

Prerequisite: WDD175

WDD225 Advanced Photoshop Techniques

This advanced Photoshop course focuses on creating web-optimized graphics, UI elements, and digital assets tailored for modern web design. Students will learn advanced image manipulation techniques while adhering to best practices for responsive web design, file optimization, and performance efficiency.

Prerequisite: WDD110

WDD235 Content Creation for the Web

This course delves into the fundamentals of creating engaging and effective digital content for websites, blogs, and social media platforms. Students will learn best practices for writing captivating web copy, designing eye-catching visuals, and producing multimedia content such as images, videos, and animations. The course addresses essential topics, including audience engagement, SEO strategies, accessibility considerations, and content marketing techniques. Students will also investigate various content management systems (CMS) and tools for efficiently publishing and managing web content. Through hands-on projects, they will develop visually appealing, informative, and optimized content for online audiences. By the end of the course, students will have the skills to create high-quality digital content that enhances the user experience and drives online engagement.

Prerequisite: WDD225

WDD305 JavaScript Fundamentals

This course introduces students to the core concepts and syntax of JavaScript, the programming language used to create interactive and dynamic web content. Students will learn how to write and debug JavaScript code while understanding variables, data types, functions, loops, and conditionals. The course also covers working with arrays, objects, and basic DOM manipulation to modify web pages in real-time. Students will explore essential topics such as event handling, form validation, and error handling, and gaining the skills to build interactive web features. Through hands-on projects, students will practice using JavaScript to enhance user interfaces and develop web applications. By the end of the course, students will have a solid foundation in JavaScript, enabling them to create dynamic websites and prepare for more advanced topics in web development.

Prerequisite: WDD175

WDD310 Digital Advertising

This course teaches common traditional and modern marketing theories. It focuses on consumer behavior, sales management, and basic marketing principles and research. This course also examines marketing strategies for specific audiences. In addition, this course focuses on email marketing, growing an email list, and the in and out of managing email mailers. It also focuses on creation and management of pay per click ads and other types of online advertising as well as the creation, execution, and maintenance of an online ad campaign.

Prerequisite: WDD235

WDD315 JavaScript for Dynamic Interfaces

This course emphasizes using JavaScript to develop interactive and dynamic user interfaces for modern web applications. Students will learn advanced JavaScript concepts, including DOM manipulation, event handling, and AJAX, to create responsive, user-friendly interfaces. The course explains how to update content in real-time, validate user inputs, and dynamically load data from external sources without refreshing the page. Students will also investigate JavaScript frameworks and libraries like jQuery, as well as tools for managing animations, transitions, and user interactions. Hands-on projects will provide students with experience in creating fluid, interactive features such as real-time search, form validation, image galleries, and dynamic content loading. By the end of the course, students will possess the skills to create sophisticated, interactive web pages that deliver seamless user experiences.

Prerequisite: WDD305

WDD325 Advanced JavaScript 1 Front End Dev

This course explores advanced JavaScript techniques and best practices for creating complex, high-performance front-end web applications. Students will master essential concepts such as asynchronous programming with Promises and `async/await`, working with APIs, and optimizing web performance. The course also examines JavaScript ES6+ features, including modules, restructuring, template literals, and classes, to write modern, maintainable code. Students will investigate client-side frameworks and libraries, like React or Vue.js, to develop dynamic single-page applications (SPAs). Topics encompass state management, component-based architecture, routing, and user interaction handling. Additionally, the course addresses JavaScript tooling, including bundlers like Webpack, package managers, and task runners for streamlined front-end development workflows. By the end of the course, students will possess the skills necessary to create advanced front-end applications using modern JavaScript tools and frameworks, equipping them for professional roles in web development.

Prerequisite: WDD315

WDD335 Advanced JavaScript 2 Front End Dev

This advanced course builds on the concepts learned in the previous JavaScript for Front-End Development course, focusing on creating scalable, high-performance applications using cutting-edge front-end technologies. Students will delve deeper into component-driven development, advanced state management techniques, and more complex JavaScript frameworks such as React, Angular, or Vue.js, mastering concepts like hooks, context API, and virtual DOM. The course also covers testing frameworks like Jest and Mocha to ensure the reliability and performance of JavaScript code. Students will examine the integration of third-party libraries, GraphQL for data querying, and advanced routing techniques for dynamic applications. Emphasis will be placed on performance optimization, which includes lazy loading, code splitting, and minimizing rendering costs. Hands-on projects will challenge students to design and develop enterprise-level web applications with a focus on maintainability, modularity, and efficiency. By the end of the course, students will have the expertise to create large-scale, interactive front-end applications and will be prepared to tackle complex challenges in modern web development.

Prerequisite: WDD325

WDD345 E-commerce Solutions

This course explores the technical and programmatic foundations for building and maintaining e-commerce solutions tailored for web companies. Students will learn to develop robust, scalable e-commerce platforms that support features such as product management, shopping carts, secure payment processing, and customer accounts. The course covers essential programming concepts related to integrating front-end and back-end systems to deliver seamless e-commerce experiences. Students will engage with popular e-commerce frameworks, APIs, and platforms such as Shopify, WooCommerce, and Magento, with an emphasis on customizing and automating processes like inventory management, order fulfillment, and customer communication. Topics also encompass handling transaction security, implementing user authentication, and integrating third-party services like payment gateways, shipping providers, and analytics tools. Through hands-on projects, students will obtain practical experience in building custom e-commerce solutions and optimizing them for performance, scalability, and user experience. By the end of the course, students will possess a strong understanding of the programmatic aspects of e-commerce, preparing them to develop and manage complex e-commerce systems for web companies.

Prerequisite: WDD165

WDD415 Advanced Web Animation and Deployment

This course explores crafting complex, high-performance web animations and efficiently deploying them across modern web platforms. Students will master advanced techniques in CSS, JavaScript, and animation libraries such as GSAP, Three.js, and WebGL. These techniques enable them to create immersive, interactive, and dynamic animations for websites and web applications. The course encompasses 2D and 3D animation techniques while integrating audio, video, and interactive elements to produce engaging user experiences. Students will gain practical knowledge in optimizing animation performance for various devices and browsers, ensuring smooth animations even on resource-constrained systems. The course examines responsive and adaptive design techniques, focusing on how animations can be adjusted based on screen sizes and resolutions. A vital emphasis is placed on deploying web animations in a production environment, which includes optimizing assets, managing cross-browser compatibility, and utilizing version control and continuous integration tools. Students will work on deploying their animation projects to live web servers, acquiring skills to troubleshoot, debug, and enhance web performance for seamless user experiences. By the end of the course, students will have the skills needed to create cutting-edge web animations and deploy them effectively, preparing them for roles in interactive design, web development, and multimedia production.

Prerequisite: WDD315

WDD420 Brand Management

This course examines principles and strategies of brand management as they relate to web design. Students will learn to translate a brand's identity, values, and message into a compelling and cohesive online presence. The course covers the essentials of visual branding, including logo design, color schemes, typography, and imagery, while also addressing how to maintain brand consistency across various web platforms. Additionally, students will investigate the significance of user experience (UX) and user interface (UI) design in building a brand's reputation and fostering customer loyalty. Topics include creating responsive websites that comply with brand guidelines, developing effective landing pages, and optimizing website content to enhance brand perception. Students will explore strategies for managing and evolving a brand's online presence, including designing for brand recognition, overseeing online marketing campaigns, and integrating social media. Practical case studies and hands-on projects will allow students to apply their knowledge to create brand-focused web designs that drive user engagement and strengthen brand identity. By the end of the course, students will possess the skills to design, manage, and evolve a brand's digital presence, creating an impactful online experience that aligns with the brand's objectives and connects with its audience.

Prerequisite: WDD 235

WDD425 3D Web Graphics and Interactive Design

This course explores the creation of stunning 3D web graphics and interactive designs. It emphasizes the integration of 3D elements into web pages to enhance user experience and engagement. Students will learn to use powerful tools and technologies like WebGL, Three.js, and Babylon.js to create 3D models, animations, and interactive environments that run seamlessly in modern web browsers. The course covers essential 3D design principles, including geometry, lighting, textures, and shaders, and their implementation in a web context. Students will also create interactive 3D experiences, including mouse and touch-based controls, dynamic scene rendering, and user-driven animations. This course addresses performance optimization techniques for rendering complex scenes, ensuring smooth interactions across various devices. Additionally, students will learn how to integrate 3D graphics with other web technologies like HTML, CSS, and JavaScript to develop fully interactive, immersive experiences. Through hands-on projects, students will create and deploy interactive 3D web applications that showcase their skills in 3D design and web development. By the end of the course, students will be prepared to create engaging and interactive 3D experiences for websites, online portfolios, and digital media.

Prerequisite: WDD415

Laurus College Faculty

At Laurus College, our faculty are the heart of our commitment to providing relevant, real-world education. Our instructors are not only highly qualified and credentialed academics but also actively working practitioners in their respective fields. This blend of expertise ensures that your learning experience is both academically rigorous and directly applicable to today's industry demands. Please see below for the full listing of active faculty members at Laurus College and their credentials.

Aly Yahya, M.S. – Master of Science in Mathematics, The University of Texas at San Antonio; B.S. Mathematics, The University of Texas at Austin

Amy Hawkins, B.S. – Bachelor of Science in Health Management, University of Phoenix

Andre Wahl, M.A. – Master of Arts in Animation & Visual Effects, Academy of Art University; B.S. Animation & Visual Effects, Ex'pression College - Emeryville

Andrea Levitan, M.S. – Master of Science in Counseling Psychology, Avila University; B.S. Communications, University of Wisconsin - Madison

Brett West, M.B.A. – Master of Business Administration, University of Phoenix; B.S Business, University of Phoenix

Bryan Sloan, M.B.A. – Master of Business Administration, Grand Canyon University; B.B.A. in Management & Entrepreneurship, Baylor University

Bushra Hage, M.A. – Master of Arts in Educational Technology: Learning, Design and Technology, Central Michigan University; B.S. Computing, University of Yarmouk

Carleh Ward, M.A. – Master of Arts in Psychology, The Chicago School of Professional Psychology; Regents B.A., West Virginia University at Parkersburg

Catherine Ellis, Ed.D. – Doctor of Education in Learning & Organizational Change, Baylor University; M.A. Criminal Justice, Washington State University; B.A. Sociology, Carroll College

Charla Rion, A.S. – Associate of Science in Clinical/Admin Med Asst, San Joaquin Valley College

Chelsea Roper, M.A. – Master of Arts in English and Creative Writing, Southern New Hampshire University; B.F.A. Acting, Western Kentucky University

Chet Claar, Ph.D. – Doctor of Philosophy in Education, Utah State University; M.S. Business Information Systems, Utah State University; B.S. Information Technology & Administrative Management, Central Washington University

Christopher Koehler, M.S. – Master of Science in Instructional Design & Technology, Full Sail University; B.S. Computer Animation, Full Sail University; O.A. Digital Arts and Computer Animation, Laurus College

Constance Leyland, D.B.A. – Doctor of Business Administration, Argosy University; M.B.A., University of Phoenix; B.A. Communication, California State University of San Marcos

Cynthia Rozier, D.M. – Doctor of Management in Organizational Leadership, University of Phoenix; M.B.A. in Leadership and Change Management, North Central College; B.S. Telecommunications Management, DeVry University

Debra Lacy, Ed.D. – Doctor of Education in Learning & Organizational Change, Baylor University; M.B.A. in Management, Rollins College; B.S. Technology in Training & Development, University of Houston

Dennis Bagay, M.B.A. – Master of Business Administration, Washington State University; B.S. Public Administration, University of Nevada, Las Vegas

Dominic Ramos, Ed.D. – Doctor of Education in Learning & Organizational Change, Baylor University; M.S. Kinesiology, The University of Texas El Paso; B.S. Kinesiology, The University of Texas El Paso

Eric Pratt, D.B.A. – Doctor of Business Administration, Trident University International; M.S. Industrial/Organizational Psychology, Walden University; B.S. Business Information Technology Management, Trident University International

Erica Gray, A.S. – Associate of Science in Healthcare Administration, Ashworth College

Gianni Bolanos, M.S., M.M. – Master of Music in Music Technology, Southern Utah University; Master of Science in Music Education, Florida International University; B.A. Liberal Studies, Florida International University; A.A. Sound Engineering, Miami-Dade College

Issy Graham, M.B.A. – Master of Business Administration, American InterContinental University; B.F.A. Fashion Design, The Illinois Institute of Arts at Chicago

Jacob Richter, M.M. – Master of Music in Music Technology, Southern Utah University; B.F.A. Electronic Media, University of Cincinnati; B.M. Commercial Music Production, University of Cincinnati

Jessica Schwartz, D.B.A. – Doctor of Business Administration, National University; M.B.A. Information Systems Management, DeVry University; M.I.S.M. Information Security, DeVry University

Joel Lesperance, M.A. – Master of Arts in Management, American Military University; B.A. Liberal Studies, California State University San Marcos

John Caroompas, M.A.T. – Master of Arts in Teaching: Elementary and Secondary Teaching, UC Irvine; B.S. Chemistry, UC Irvine

Jon Katzman, M.B.A. – Master of Business Administration in Management - Executive, University of California, Los Angeles; B.A. Social, Cultural and Intellectual History, University of California, Berkeley

Judy Mason, M.S. – Master of Science in Information Technology, Capella University; B.S. Information Technology, Capella University; A.A.S. Business Technology, Southeast Kentucky Community and Technical College

Kasey Macnair, M.A. – Master of Arts in Counseling: Community Counseling, Adams State University; B.A. History, Colorado Mesa University

Kenneth Allen, M.Ed. – Master of Education in Instructional Design and Technology, University of Cincinnati; B.F.A. Electronic Media, University of Cincinnati

LaTosha Lafleur-Oliver, Ed.D. – Doctor of Education in Learning & Organizational Change, Baylor University; E.M.B.A., Prairie View A&M University; M.S. Human Sciences, Prairie View A&M University; B.S.H.S. in Family & Community Services, Prairie View A&M University

Laurie Manibusan, M.P.A. – Master of Public Administration, University of Guam; B.S. Public Administration, University of Guam

Lyn Stangeland, M.B.A. – Master of Business Administration, University of Phoenix; B.S. Criminal Justice, University of Phoenix

Maritoni Caroompas, M.A.T. – Master of Arts in Teaching: Multiple Subject Teaching, University of Southern California; B.A. Psychology, University of California Irvine

Melanie Bryant, M.F.A. – Master of Fine Arts in Film and Theater Arts, University of New Orleans; B.A. Drama and Communications, University of New Orleans

Michael Courter, M.S. – Master of Science in Cyber Security, Bellevue University; Master of Science in Instructional Science & Technology, California State University Monterey Bay; B.S. Computer Management Information Systems, Peru State College

Monica Sepulveda, M.C.J. – Master of Criminal Justice, Boston University; B.A. Criminal Justice, University of Massachusetts, Boston

Nadia Ali, Ed.D. – Doctor of Education in Learning & Organizational Change, Baylor University; M.Ed. Administration & Supervision, University of Houston – Victoria; B.A. Marketing and English, Houston Christian University

Nancy Munkres, M.B.A. – Master of Business Administration, University of Phoenix; B.S. Business Management, University of Phoenix; A.A. Journalism, Los Angeles Pierce College

Norma Walker, A.A.S – Associate of Applied Science in Medical Office Administration: Medical Coding & Billing, Charter College - Oxnard

Patricia Jones Ed.D. – Doctor of Education in Adult Education, Capella University; M.Ed. in Educational Management, Strayer University; B.S. Education – Elementary Early Childhood, Millersville State College; A.A. Elementary Education, Bucks County Community College

Paul Williams, B.S. – Bachelor of Science in Digital Arts & Computer Animation, Laurus College; A.S. Purchasing Management, Fresno City College

Paula Hernandez, M.F.A. – Master of Fine Arts in Recording Arts and Technologies, Middle Tennessee State University; B.M. Music with a focus in Audio Production, Universidad de los Andes

Peter Munsch, M.B.A. – Master of Business Administration in Information Systems, Iona University; B.M. Jazz Composition & Arranging, Berklee College of Music

Randi Dillard, Ed.D. – Doctor of Education in Learning & Organizational Change, Baylor University; M.A. English, Southern New Hampshire University; B.A.S.H. Social Science & Humanities, St. Mary's University at San Antonio

Rebecca Sandoval, A.A.S. – Associate of Applied Science in Medical Office Administration: Medical Coding & Billing, Charter College - Oxnard

Richard Clark, M.S. – Master of Science in Cybersecurity, Western Governors University; B.S. Cloud Computing, Western Governors University; A.A.S. Munitions Systems Technology, Air University; A.A.S. Instructor of Tech & Military Science, Air University

Rory Decker, B.S. – Bachelor of Science in Web Design and Development, Laurus College; A.A. General Studies, Cuesta College

Shamikka Chalmers, M.I.S. – Master of Information Systems, University of Phoenix; B.S. Information Technology, University of Phoenix

Shanna Miller, Ed.D. – Doctor of Education in Adult Education, Capella University; M.B.A., Capella University; B.A. Psychology, Buena Vista University; A.A. Arts and Sciences, Southeastern Community College

Sheryl Munoz, M.B.A. – Master of Business Administration in Healthcare Management, Western Governor's University; B.S. Health Administration in Health Management, University of Phoenix; A.A. Health Care Administration, University of Phoenix

Susan Walker, D.B.A. – Doctor of Business Administration, Walden University; M.B.A. General Management, Avila University; B.A. Business Administration, Park University

Susannah Dawn, M.I.M., M.A. – Master of International Management, Portland State University; Master of Arts in History, Portland State University; B.S. History, Portland State University

Sylvia Lloyd, M.B.A. – Master of Business Administration in Health Care Management, Indiana Wesleyan University; B.S. Public Health in Health Administration, Indiana University - Bloomington

Tedi Jones, M.B.A. – Master of Business Administration in IT Management, Western Governors University; B.A. Sociology, Ashford University

Timothy Godley, Ed.D. – Doctor of Education in Learning & Organizational Change, Baylor University; M.B.A., Regis University; B.A. Business Administration, Azusa Pacific University

Traci Henderson, E.M.B.A. – Executive Master of Business Administration, Troy University; B.S. Chemical Engineering, Tuskegee University

Wendy Flores, M.Ed. – Master of Education Educational Leadership, Brandman University; B.A. Sociology, University of California Santa Barbara

Wesley Nimmo, M.S. – Master of Science in Management Information Systems, National University; B.A. Political Science, University of California Los Angeles

Standard Occupational Classification Codes

While the College does not guarantee job placement, advancement, continued employment or level of income or wage rate upon program/course completion or graduation, in compliance with 5 CCR §74112 (d)(3), the University has identified the job classifications that each degree or certificate program may prepare its graduates for using the United States Department of Labor's Standard Occupational Classification codes (SOC).

VIBE Coding Certificate: 15-1252 Software Developers

Hospitality Management Certificate: 11-9081 Lodging Managers (Primary)

Agricultural Business Management Certificate: 11-9013 Farmers, Ranchers, Other Agricultural Managers

Casino & Gaming Management Certificate: 11-9071 Gambling Managers

Help Desk and Support Certificate: 15-1232 Computer Use Support Specialists

O.A. in Healthcare Management: 43-6013 Medical Secretaries and Administrative Assistants

A.S. in Audio Video Production: 27-4011 Audio and Video Technicians

A.S. in Business Administration: 11-3012 Administrative Services Managers

A.S. in Cyber Security: 15-1212 Information Security Analysts

A.S. in Information Technology: 15-1212 Information Security Analysts

A.S. in Visual Design and Multimedia: 27-1014 Special Effects Artists and Animators

A.S. in Web Design: 15-1254 Web Developers

B.S. in Audio Video Production: 27-4011 Audio and Video Technicians

B.S. in Business Administration: 11-3012 Administrative Services Managers

B.S. in Digital Arts and Computer Animation: 27-1014 Special Effects Artists and Animators

B.S. in Information Technology: 15-1232 Computer User Support Specialists

B.S. in Web Design and Development: 15-1254 Web Developers

Laurus College Addendum

**The following revisions were made to the Laurus College Catalog
effective March 9th, 2026:**

The following section was revised “Student Records” (page 94):

Student Records

Laurus College maintains digital academic and financial records for each student. These records are securely stored and accessible to authorized personnel only. Faculty records are also maintained digitally and securely.

Laurus College destroys those files that have aged beyond the retention requirements of the State of California **(five years)**. Laurus College retains the capability to generate a transcript on a student’s academic activity indefinitely.

All student records at Laurus College are kept private in accordance with the Family Educational Rights and Privacy Act of 1974 (FERPA). Written consent must be provided by the student for release of records to outside parties, except for those agencies authorized by law.

It is the responsibility of the student to keep all personal information current with the student records department. All students are required to provide the college with accurate contact information at time of enrollment and to inform the college of any changes to this information.

The following revisions were made to the Laurus College Catalog effective June 3rd, 2026:

The following section was revised “Accreditation and Distance Education State Authorization” (page 11)

Prospective students who are considering enrollment in a distance education program offered by Laurus College and who reside outside of California or Nevada are strongly encouraged to review the State Authorization information available on the Laurus College website prior to enrollment.

Students who relocate to another state after enrolling are responsible for verifying that Laurus College is authorized to provide distance education in their new state of residence. State regulations governing distance education vary and are subject to change. Students must notify Laurus College within an appropriate timeframe following any changes in residency.

Upon notification of a student’s relocation, Laurus College will contact the appropriate regulatory agency, if current authorization or exemption is not already in place, to determine whether the student may continue enrollment in the program. If the student relocates to a state in which Laurus College does not have authorization, the College will permit the student to continue enrollment for up to two academic terms from the date of notification.

If, within that timeframe, (a) the applicable state agency does not grant an exception of provide authorization, or (b) Laurus College is unable to obtain authorization in the student’s new state of residence, the student will be administratively withdrawn from the program.

The following section was revised “Laurus College, LLC Board of Directors (page 15)

Renee Silvers – previously listed as Dr. Al Roberts

The following section was revised “Laurus College Faculty” (page 16):

At Laurus College, our faculty are the heart of our commitment to providing relevant, real-world education. Our instructors are not only highly qualified and credentialed academics but also actively working practitioners in their respective fields. This blend of expertise ensures that your learning experience is both academically rigorous and directly applicable to today's industry demands. Please see page 185 for the full listing of active faculty members at Laurus College.

The following section was revised “English Language Proficiency” (page 21)

Applicants with secondary or previous education in a foreign country must demonstrate English language proficiency. Applicants may demonstrate proficiency by submission of an acceptable passing score on an English Language Proficiency Examination, or proof that the language of instruction for the secondary or postsecondary credentialing institution was English. Laurus College may complete transcript evaluations on unofficial transcripts; however, Laurus College must receive and verify official documentation before admission may be granted, and the applicant may enroll.

A minimum total score of 57 on the paper-delivered Test of English as a Foreign Language (TOEFL PBT), or 61 on the Internet Based Test (iBT); 6.0 on the International English Language Test (IELTS); 44 on the Pearson Test of English Academic Score Report; 95 on the Duolingo English Test; or 53 on the 4-skill Michigan English Test (MET), or 650/LP on the Michigan Examination for the Certificate of Competency in English (ECCE), or 650/LP on the Michigan Examination for the Certificate of Proficiency in English (ECPE), or 785 on the Test of English for International Communication (TOEIC).

The following section was revised “Program Tuition Fees” (page 32)

Total Program Costs:

*The \$100 Registration Fee is waived for applicants who are Active-Duty Service Members, Reservists, Veterans, and dependents. To qualify for this waiver, applicants must notify their Admissions Representative of their intent to utilize the registration fee waiver and provide official proof of benefit eligibility (such as the VA Certificate of Eligibility or an updated Statement of Benefits) during the application process.

The following section was revised “Program Tuition Fees” (page 32)

Equipment Package: The Equipment Package includes a school-issued Laptop. For the Audio Video Production (AVP) programs, the equipment package also includes a video camera and digital workstation equipment. Students can expect to receive their institutionally issued laptop prior to the completion of their second term of enrollment. Delivery timelines are contingent upon the student maintaining active enrollment status and completing all necessary financial and admissions clearances. For students enrolled in the Audio Video Production (AVP) programs, the institutionally issued laptop follows this standard release schedule; however, additional program-specific AVP hardware kits are released subsequently when the student is scheduled into their first audio/video course. Students are responsible for the physical security of all issued devices. These costs are non-refundable once the student receives them. All issued equipment becomes the property of the student at no further cost upon receipt. The Equipment Package consists of the following items:

Laptop: \$2,750.00 for all programs, except AS-AVP and BS-AVP /
\$3,000.00 for AS-AVP and BS-AP

Additional Hardware / Equipment Kit: \$0.00 for all programs, except AS-AVP and BS-AVP /
\$4,500.00 for AS-AVP and BS-AP

Total Equipment Package Fee: \$2,750.00 for all programs, except AS-AVP and BS-AVP /
\$7,500.00 for AS-AVP and BS-AP

The following section was revised “Program Tuition Fees” (page 32)

Program Fees: Program Fees charged at \$100 per course (fee covers Digital Textbooks, e-Library Access, Software Licensing & Subscriptions, Student Portal Access & IT Support, and MS36 Office and CoPilot Subscription per course). These fees are refundable.

The following section was revised “Incomplete (I) Grade Policy (page 45)

If a student does not complete a course within the 5-week term due to extenuating circumstances, he/she may request an Incomplete from the instructor. To be eligible for an Incomplete, a student must have completed at least 50% of the required work, excluding discussions and quizzes, for the course. An Incomplete must be requested by the student in writing via email to the instructor no later than 48 hours after the course end date.

An Incomplete may only be awarded for extenuating circumstances that prevent a student from completing the course within the term. Extenuating circumstances are typically unanticipated, unavoidable events outside the student's control. Examples may include, but are not limited to:

- A documented serious medical condition or hospitalization
- A documented mental health emergency
- The death or critical illness of an immediate family member
- A natural disaster, accident, or other disruptive event that clearly impedes course completion.
- A system issue documented with a time-stamped screenshot

If the instructor grants the request for an Incomplete, the student will have an additional fourteen (14) days from the course end date to complete the remaining course requirements and earn a final grade. A grade of (I) will be assigned and will remain on the student's academic record until the final grade is posted or until the end of the fourteen-day Incomplete period.

At the end of the additional fourteen (14) days, any remaining incomplete coursework will be assigned a grade of zero and averaged into the final grade. No additional time can be granted. The final grade will remain on the transcript.

The following section was revised “Veterans Programs” (page 70)

Laurus College proudly supports our veteran and military-affiliated students. To assist with the enrollment process, the College's standard registration fee is completely waived for all applicants who are eligible for and utilizing Department of veterans Affairs (VA) educational benefits (including, but not limited to, Chapter 33, Chapter 31, and Chapter 35).

To qualify for this waiver, applicants must notify their Admissions Representative of their intent to use VA funding and provide official proof of benefit eligibility (such as the VA Certificate of Eligibility or an updated Statement of Benefits) during the application process. This waiver applies exclusively to the registration fee and does not reduce or alter the standard tuition, Equipment Package, or Program Fees associated with the student's selected program of study.

The following section was added “Laurus College Faculty” (page 198)

Laurus College Faculty

At Laurus College, our faculty are the heart of our commitment to providing relevant, real-world education. Our instructors are not only highly qualified and credentialed academics but also actively working practitioners in their respective fields. This blend of expertise ensures that your learning experience is both academically rigorous and directly applicable to today's industry demands. Please see below for the full listing of active faculty members at Laurus College and their credentials.

Aly Yahya, M.S. – Master of Science in Mathematics, The University of Texas; B.S. Mathematics, The University of Texas

Amy Hawkins, B.S. – Bachelor of Science in Medical Office Management, University of Phoenix

Andre Wahl, M.A. – Master of Arts in Animation & Visual Effects, Academy of Art University

Andrea Levitan, M.S. – Master of Science in Counseling Psychology, Avila University; B.S. Communications, University of Wisconsin

Brett West, M.B.A. – Master of Business Administration, University of Phoenix; B.S Business, University of Phoenix

Bryan Sloan, M.B.A. – Master of Business Administration in Management, Grand Canyon University; B.B.A. in Management & Leadership, Baylor University

Bushra Hage, M.A. – Master of Arts in Educational Technology: Learning, Design and Technology, Central Michigan University; B.S. Computer Science, Yarmouk University

Carleh Ward, M.A. – Master of Arts in Psychology, The Chicago School of Professional Psychology; B.A. Psychology, West Virginia University

Catherine Ellis, Ed.D. – Doctor of Education in Learning & Organizational Change, Baylor University; M.A. Criminal Justice, Washington State University; B.A. Sociology, Carroll College

Charla Rion, A.S. – Associate of Science in Registered Medical Assistant, San Joaquin Valley College

Chelsea Roper, M.A. – Master of Arts in English and Creative Writing, Southern New Hampshire University; Master of Arts in History, Norwich University; B.F.A. Acting, Western Kentucky University

Chet Claar, Ph.D. – Doctor of Philosophy in Education, Utah State University; M.S. Management Information Systems, Utah State University; B.S. Information Technology & Administrative Management

Christopher Koehler, M.S. – Master of Science in Instructional Design & Technology, Full Sail University; B.S. Computer Animation, Full Sail University; O.A. Digital Arts and Computer Animation, Laurus College

CJ Leyland, D.B.A. – Doctor of Business Administration, Argosy University; M.B.A., University of Phoenix; B.A. Communications, California State University San Marcos

Constance Leyland, D.B.A. – Doctor of Business Administration, Argosy University; M.B.A. Business Administration, University of Phoenix; B.A. Communications, California State University of San Marcos

Cynthia Rozier, D.M. – Doctor of Management in Organizational Leadership, University of Phoenix; M.B.A. in Leadership and Change Management, North Central College; B.S. Telecommunications Management, DeVry College

Debra Lacy, Ed.D. – Doctor of Education in Learning & Organizational Change, Baylor University; M.B.A. in Management, Rollins College; B.S.H.S. in Family & Community Services, University of Houston

Dennis Bagay, M.B.A. – Master of Business Administration, Washington State University; B.S. Public Administration, University of Nevada, Las Vegas

Dominic Ramos, Ed.D. – Doctor of Education in Learning & Organizational Change, Baylor University; M.S. Kinesiology, The University of Texas El Paso; B.S. Biological Science, The University of Texas El Paso

Eric Pratt, D.B.A. – Doctor of Business Administration, Trident University International; M.S. Industrial Organizational Psychology, Walden University; B.S. Business IT Management, Trident University International

Erica Gray, A.S. – Associate of Science in Healthcare Administration, Ashworth College

Gianni Bolanos, M.S., M.M. – Master of Music in Music Technology, Southern Utah University; Master of Science in Music Education, Florida International University; B.A. Liberal Studies, Florida International University; A.A. Sound Engineering, Miami-Dade College

Issy Graham, M.B.A. – Master of Business Administration in Marketing, American InterContinental University; B.A. Fine Arts, The Illinois Institute of Arts

Jacob Richter, M.M. – Master of Music in Music Technology, Southern Utah University; B.F.A. Electronic Media, University of Cincinnati; B.M. Commercial Music Production, University of Cincinnati

Jessica Schwartz, M.B.A., M.I.S.M. – Master of Business Administration in Information Systems Management, DeVry University; Master of Information Systems Management in Information Security, DeVry University

Joel Lesperance, M.A. – Master of Arts in Management, American Public University; B.A. Liberal Studies, California State University San Marcos

John Caroompas, M.A.T. – Master of Arts in Teaching, UC Irvine; B.S. Chemistry, Brigham Young University

Jon Katzman, M.B.A. – Master of Business Administration in Management, University of California, Los Angeles; B.A. History, University of California, Berkeley

Judy Mason, M.S. – Master of Science in Information Technology, Capella University; B.S. Information Technology, Capella University

Kasey Macnair, M.A. – Master of Arts in Counseling, Adams State University; B.A. History, Colorado State University

Kenneth Allen, M.Ed. – Master of Education in Instructional Design and Technology, University of Cincinnati; B.F.A. Electronic Media, University of Cincinnati

LaTosha Lafleur-Oliver, Ed.D. – Doctor of Education in Learning & Organizational Change, Baylor University; E.M.B.A., Prairie View A&M; M.S. Human Services, Prairie View A&M; B.S.H.S. in Family & Community Services, Prairie View A&M

Laurie Manibusan, M.P.A. – Master of Public Administration, University of Guam; B.S. Public Administration, University of Guam

Lyn Stangeland, M.B.A. – Master of Business Administration, University of Phoenix; B.S. Criminal Justice, University of Phoenix

Maritoni Caroompas, M.A.T. – Master of Arts in Teaching, University of Southern California; B.A. Psychology, University of California Irvine

Melanie Bryant, M.F.A. – Master of Fine Arts in Film and Theater Arts, University of New Orleans; B.A. Drama and Communications, University of New Orleans

Michael Courter, M.S. – Master of Science in Cyber Security, Bellevue University; Master of Science in Instructional Science & Technology, California State University Monterey Bay; B.S. Computer Management Information Systems, Peru State College

Monica Sepulveda, M.C.J. – Master of Criminal Justice, Boston University; B.A. Digital Photography, Southern New Hampshire University; B.A. Criminal Justice, University of Massachusetts, Boston

Nadia Ali, Ed.D. – Doctor of Education in Learning & Organizational Change, Baylor University; M.Ed. Administration & Supervision, University of Houston; B.A. Marketing and English, Houston Christian University

Nancy Munkres, M.B.A. – Master of Business Administration, University of Phoenix; B.A. Business Management, University of Phoenix; A.A. Journalism, Los Angeles Pierce College

Norma Walker, A.A.S – Associate of Applied Science in Medical Office Management, Charter College

Patricia Jones Ed.D. – Doctor of Education in Adult Education, Capella University; M.Ed. in Educational Management, Strayer University; B.S. Education, Millersville University; A.A. Elementary Education, Bucks County Community College

Paul Williams, B.S. – Bachelor of Science in Digital Arts & Computer Animation, Laurus College; A.S. Purchasing Management, Fresno City College

Paula Hernandez, M.F.A. – Master of Fine Arts in Recording Arts and Technologies, Middle Tennessee State University; B.M. Music, Universidad de los Andes

Peter Munsch, M.B.A. – Master of Business Administration in Information Systems, Iona University; B.M. Jazz, Berklee College of Music

Randi Dillard, Ed.D. – Doctor of Education in Learning & Organizational Change, Baylor University; M.A. English, Southern New Hampshire University; B.A.S.H. Social Science & Humanities

Rebecca Sandoval, A.A.S. – Associate of Applied Science in Medical Billing and Coding, Charter College

Richard Clark, M.S. – Master of Science in Cybersecurity, Western Governors University; B.S. Cloud Computing, Western Governors University

Rory Decker, B.S. – Bachelor of Science in Web Design and Development, Laurus College; A.A. English, Cuesta College

Shamikka Chalmers, M.I.S. – Master of Information Systems, University of Phoenix; B.S. Information Technology, University of Phoenix

Shanna Miller, Ed.D. – Doctor of Education in Adult Education, Capella University; M.B.A., Capella University; B.A. Psychology, Buena Vista University

Sheryl Munoz, M.B.A. – Master of Business Administration in Healthcare Management, Western Governor's University; B.S. Health Administration, University of Phoenix; A.A. Health Administration, University of Phoenix

Susan Walker, D.B.A. – Doctor of Business Administration in Leadership, Walden University; M.B.A. in Management, Avila University; B.S. Business Administration, Park University

Susannah Dawn, M.A., M.A. – Master of Arts in International Management, Portland State University; Master of Arts in History, Portland State University; B.A. History, Portland State University

Sylvia Lloyd, M.B.A. – Master of Business Administration in Health Care Management, Indiana Wesleyan University; B.S. Public Health Administration, Indiana University

Tedi Jones, M.B.A. – Master of Business Administration in IT Management, Western Governors University; B.A. Sociology, Ashford University

Timothy Godley, Ed.D. – Doctor of Education in Learning & Organizational Change, Baylor University; M.B.A., Regis University; B.B.A., Pacific University

Traci Henderson, M.B.A. – Master of Business Administration, Troy University; B.S. Chemical Engineering, Tuskegee University

Wendy Flores, M.Ed. – Master of Education, Brandman University; B.A. Sociology, University of California Santa Barbara

Wesley Nimmo, M.S. – Master of Science in Management Information Systems, National University; B.A. Political Science, University of California Los Angeles

The following revisions were made to the Laurus College Catalog effective June 25th, 2026:
--

The following sections were added “AI Usage Policy” (page 84)

Artificial Intelligence (AI) Philosophy

Laurus College’s mission is to provide high-quality, flexible, and future-ready programs aligned with employability skills for the job market. To fulfill that mission, our academic programs are designed to incorporate real-world applications, industry-standard practices, and technologies that graduates will encounter in professional environments.

Laurus College's commitment to our mission includes pursuing and developing an academic curriculum that is thoughtfully developed and leverages the latest advancements in artificial intelligence.

To this end, Laurus College has embarked on an effort to update the curriculum and its delivery systems based on feedback from our program advisory committees. As part of this initiative, AI skills were intentionally integrated throughout the curriculum and into course outcomes, learning activities, and assessments.

As a result, AI-related activities are now embedded throughout many programs, with future efforts to enhance this integration already underway. For example, assignments requiring AI-enabled tools or AI-generated outputs serve different educational purposes, including using AI to generate reports, provide feedback on student-created work, or evaluate data. In some activities, students are asked to analyze AI-generated output, then critically assess the strengths, limitations, ethics, and appropriateness of the results. Other assignments request students to use websites that are AI-powered for data gathering and presentation. Through these initiatives, students not only learn to use AI tools, but they also evaluate, interpret, and exercise professional judgment regarding all things AI.

Throughout this important and ongoing process, Laurus College remains committed to preparing graduates who can thoughtfully and ethically leverage AI and other emerging technologies to meet the demands of a rapidly changing professional landscape.

Reasonable Accommodation on the Basis of Religion

Laurus College recognizes that reasonable accommodations relating to institutional policies, procedures, or academic or other requirements may be necessary for individuals to exercise religious practices, beliefs, or observances. Laurus College will adhere to all applicable federal

and state laws, regulations, and guidelines with respect to identifying and providing reasonable accommodations as necessary to afford individuals the opportunity to exercise religious practices, beliefs, or observances.

In assessing requests for reasonable accommodations based on religion, Laurus College will engage in an interactive process to determine reasonable accommodations that address the individual's religious beliefs. Unless the student's religious belief would result in the individual committing an overt act that threatens public safety, peace, or order, or would represent a fundamental alteration of a core academic or operational principle or practice, Laurus College will work with the individual to identify a reasonable accommodation that addresses the religious belief without unduly burdening the college.

The following course description was added "Course Descriptions" (page 179)

WDD155 Vector Graphics

This course offers an in-depth exploration of vector graphics creation using Adobe Illustrator, focusing on techniques and principles essential to the field of graphic design. Students will develop proficiency in creating scalable artwork suitable for print and digital mediums, including logos, illustrations, icons, and branding materials and infographics.

The following revisions were made to the Laurus College Catalog effective July 23rd, 2026:
--

The following section was revised “Program Tuition and Fees” (page 31-33)

Current Schedule of Charges

Except where noted, all tuition and fees are mandatory and are subject to change. In the event of a change in tuition or fees, Laurus College will notify students prior to the changes taking effect. If a student needs to retake a course due to withdrawal or failure, the student is financially responsible for the retaken course at the current tuition rate, which increases the total program cost.

Degree / Program Title	Quarter Credit Hours	Registration Fee*	Equipment Package	Program Fees	Tuition	Total Program Costs
UC Agricultural Business Management	50	\$100	\$2,950	\$2,000	\$20,000	\$25,050
UC Casino & Gaming Management	50	\$100	\$2,950	\$2,000	\$20,000	\$25,050
UC Help Desk and Support	50	\$100	\$2,950	\$2,000	\$20,000	\$25,050
UC Hospitality Management	50	\$100	\$2,950	\$2,000	\$20,000	\$25,050
UC Vibe Coding	50	\$100	\$2,950	\$2,000	\$20,000	\$25,050
OA Healthcare Management	100	\$100	\$2,950	\$3,200	\$40,000	\$46,250
AS Audio Video Production	100	\$100	\$7,500	\$3,200	\$40,000	\$50,800
AS Business Administration	100	\$100	\$2,950	\$3,200	\$40,000	\$46,250
AS Cyber Security	100	\$100	\$2,950	\$3,400	\$40,000	\$46,450
AS Information Technology	100	\$100	\$2,950	\$3,200	\$40,000	\$46,250
AS Visual Design and Multimedia	100	\$100	\$2,950	\$3,400	\$40,000	\$46,450
AS Web Design	100	\$100	\$2,950	\$3,400	\$40,000	\$46,450
BS Audio Video Production	190	\$100	\$7,500	\$6,400	\$76,000	\$90,000
BS Business Administration	190	\$100	\$2,950	\$6,600	\$76,000	\$85,650

BS Digital Arts and Computer Animation	190	\$100	\$2,950	\$6,400	\$76,000	\$85,450
BS Information Technology	190	\$100	\$2,950	\$6,600	\$76,000	\$85,650
BS Web Design and Development	190	\$100	\$2,950	\$6,400	\$76,000	\$85,450

Total Program Costs: Includes tuition for the full degree program, assuming no transfer credits. All courses are 5 quarter credits. Tuition for one course is \$2,000, plus a program fee of \$100 per General Education course and \$200 per Core/Elective/Concentration course. For the first term, costs include the Registration Fee and Equipment Package.

*The \$100 Registration Fee is waived for applicants who are Active-Duty Service Members, Reservists, Veterans, and dependents. To qualify for this waiver, applicants must notify their Admissions Representative of their intent to utilize the registration fee waiver and provide official proof of benefit eligibility (such as the VA Certificate of Eligibility or an updated Statement of Benefits) during the application process.

Equipment Package: The Equipment Package includes a school-issued Laptop. For the Audio Video Production (AVP) programs, the equipment package also includes a video camera and digital workstation equipment. Students can expect to receive their institutionally issued laptop prior to the completion of their second term of enrollment. Delivery timelines are contingent upon the student maintaining active enrollment status and completing all necessary financial and admissions clearances. For students enrolled in the Audio Video Production (AVP) programs, the institutionally issued laptop follows this standard release schedule; however, additional program-specific AVP hardware kits are released subsequently when the student is scheduled into their first audio/video course. Students are responsible for the physical security of all issued devices. These costs are non-refundable once the student receives them. All issued equipment becomes the property of the student at no further cost upon receipt. The Equipment Package consists of the following items:

Laptop: \$3,000.00 for AVP Programs and \$2,950.00 for all other programs

Additional Hardware/Equipment Kit: \$4,500.00 for AVP Programs, \$0.00 for all other programs.

Total Equipment Package Fee: \$7,500.00 for AVP Programs and \$2,950.00 for all other programs

Program Fees: Program Fees charged at \$100 per General Education course and \$200 per Core/Elective/Concentration course (fee covers Digital Textbooks, e-Library Access, Software Licensing & Subscriptions, Student Portal Access & IT Support, and MS36 Office and CoPilot Subscription per course). These fees are refundable.

The following section was revised “Participation, Attendance, and Regular and Substantive Interaction” (page 38):

Attendance and Academic Engagement

In alignment with Laurus College's mission and federal requirements, all students enrolled in distance education courses must maintain regular attendance and academic engagement throughout each term.

Logging into the course platform alone does not constitute academic attendance or engagement. To be counted as academically present, students must demonstrate verifiable academic activity. Examples of qualifying academic engagement include:

- Submitting an assignment, quiz, exam, or final project
- Participating in a substantive, graded discussion post or reply
- Attending a synchronous class session or live instructor-led activity
- Engaging in a study group, group project, or interactive tutorial assigned by the instructor

Week 1 Attendance Requirement

Laurus College courses are offered in a five-week term format. During Week 1, students must establish attendance by logging into each course within seven (7) calendar days of the term start date **AND** completing at least one gradable academic activity. Students who do not meet this requirement within the first seven calendar days will be administratively cancelled from the course.

Ongoing Engagement: Weeks 2 through 5

Beginning in Week 2, students must maintain consistent academic engagement as outlined in each course syllabus. Students who have no qualifying academic engagement in the following fourteen (14) consecutive calendar days will be administratively withdrawn from the course and will receive a grade of "W" on their academic transcript. Students withdrawn from all courses in a term will be administratively withdrawn from the institution.

Students must submit work by designated due dates and continue participating in course activities during this period. ***Bulk submission of assignments is not permitted, nor is course acceleration (submitting future-week work early and then going inactive).***

Attendance is tracked on a course-by-course basis; engagement in one course does not satisfy the attendance requirement for another course in the same term. ***This includes work performed***

for a course with the grade of “I” (Incomplete) and another course in the subsequent academic term.

Laurus College does not permit reinstatement appeals of a W grade given for lack of substantive participation unless a documented system error has occurred. Individual instructor exceptions do not supersede this institutional policy

Substantive Discussion Participation

Substantive discussion posts are one component of RSI and academic engagement. Students are expected to write an initial post responding to the discussion prompt and at least two meaningful replies to classmates or the instructor. Each post should present a central idea, personal insight, or independent response that advances the course conversation.

While APA format is not required for paraphrasing, students must properly acknowledge all sources. APA style is required for any direct quotations.

Students are encouraged to engage in course discussions early each week to allow time for meaningful peer interaction.