Glendale Campus
4425 West Olive, Suite 300
Glendale, AZ 85302
(602) 222-9300

Mesa Campus
163 North Dobson Road
Mesa, AZ 85201
(480) 344-1200

Las Vegas Campus
2320 South Rancho Drive
Las Vegas, NV 89102
(702) 639-1975

Dallas Campus
8330 LBJ Freeway, B100
Dallas, TX 75243
(469) 262-6500
TABLE OF CONTENTS

General Catalog

Prologue: The Challenge ............................................. 2

General Information

Mission ................................................................. 3
Goals ................................................................. 3
Accreditations ...................................................... 3
Approvals, Licenses, and Memberships ......................... 3
College History .................................................... 3
The Campuses ....................................................... 3
Hours of Operation ................................................. 3
Term Schedule ....................................................... 4

Programs

Allied Health Programs of Study ................................. 6
Allied Health Course Descriptions ............................... 18
Nursing Program of Study & Courses ............................ 28

Admission, Registration & Enrollment

Admission Policies .................................................. 39
Credit for Prior Learning .......................................... 39
Official Transcripts ................................................ 40
Tuition and Fees .................................................... 40
Transfer Fees ......................................................... 41
Arizona Refund Policy ............................................. 41
Nevada Refund Policy ............................................. 41
Texas Cancellation Policy ......................................... 42
Texas Refund Policy ................................................. 42
Student Financial Assistance ..................................... 43

Scholastic Standards

Academic Load ....................................................... 47
Attendance ........................................................... 47
Grading .................................................................. 47
Satisfactory Academic Progress ................................. 48
Leave of Absence Process ........................................ 49
Grievance Procedure .............................................. 49
Withdrawal Procedure ............................................. 50
Interruption In Education ......................................... 50

Graduation Requirements

General Graduation Requirements ............................... 51
Diplomas & Degrees ................................................ 51
Certification & Licensure Disclosure ............................ 51

Student Handbook

Student Services and Activities
CPR ................................................................. 54
Career Services ..................................................... 54
Externship and Employment Assistance ....................... 54
Classes .............................................................. 54
Emergency Plan .................................................... 54
Academic Tutoring ................................................ 54

Student Rights and Responsibilities
Student Records ..................................................... 55
FERPA ............................................................. 55
Disclosure of Educational Records ............................... 55
Nondiscrimination .................................................. 56
Disability Resources & Services ................................. 56
Sexual Misconduct Policy ....................................... 56
Dissemination of the Policy, Educational Programs, and Employee Training ..................................... 56
Definitions and Examples of Sexual Misconduct .......... 57
Reporting/Filing a Complaint for Title IX (Gender/Sex Discrimination) ........................................ 59
Abuse-Free Environment ........................................... 64
Crime Awareness and Campus Security ....................... 64
Malpractice and Liability Coverage ............................. 64
Copyright Act Compliance ....................................... 64
Technology Resource Standards ............................... 64
Parking .............................................................. 64
Instructional Methodology ....................................... 64
Tardy for Exam ....................................................... 64
College Revision/Changes ........................................ 65
Cell Phones ........................................................ 65
Voice/Audio Recording ........................................... 65
Laptop Use ........................................................ 65
Allied Health Dress Code ........................................ 65
Nursing, BSN Dress Code ....................................... 65
Conduct ........................................................... 65
Radiation Management .......................................... 67

Certified as true and correct in content and policy.

Signature of College Official
Dear Students & Prospective Students:

Welcome to Arizona College! We are glad you have chosen to attend or are considering attending our school. Our goal is to provide our students the opportunity to better their lives.

We believe in a focused and structured educational environment, and we hope you will find this to be a positive learning atmosphere. We view students as our customers. We’re here to serve you and help you reach your aspirations. At the same time, we require a meaningful effort from our students. The rewards are success, earning a diploma or degree, and achieving your goals.

Arizona College focuses on careers that are in demand. The number of healthcare workers has grown, even during the depths of the economic downturn of 2008 and 2009, and the US Bureau of Labor Statistics projects it to grow in the future. Our programs are designed to give you the technical knowledge, hands on learning, and skills to prepare you to work in healthcare. We partner with healthcare and related organizations for internships and clinical experiences.

If you have made the commitment to attend Arizona College, congratulations! If you are deciding whether to enroll, I invite you to visit our school and meet with our staff. Also, this catalog is meant to give you detailed information and answers to your questions about our programs and Arizona College. It is available to all students and prospective students. Turn the page and learn about the opportunities at Arizona College!

If you have any questions, do not hesitate to contact me personally. We are here to help!

Sincerely,

Nick Mansour
President
MISSION
The mission of Arizona College is to prepare students to participate in society and the workforce as productive, responsible and engaged citizens and as educated individuals to meet the healthcare needs. This is accomplished through our focused mission of teaching within a highly structured and disciplined educational environment.

Our personalized, culturally rich and dynamic learning environment fosters faculty, staff and student engagement.

Through didactic and clinical learning, students gain skills, attributes and abilities that foster personal and professional growth, while preparing them as competent employees in their chosen health field.

GOALS
• Provide educational programs and career development opportunities for students pursuing careers in the health professions.
• Provide highly motivated faculty and industry standard equipment in support of educational success within an environment that nurtures professionalism.
• Embrace systematic assessment and evaluation of program outcomes and processes for program improvement and optimizing student success.
• Prepare graduates with employable entry-level knowledge and skills in the health professions that contribute to addressing workforce needs in the community.

ACCRREDITATIONS
The Accrediting Bureau of Health Education Schools institutionally accredits Arizona College, and is listed by the United States Department of Education as a nationally recognized accrediting agency. The Accrediting Bureau’s address is 7777 Leesburg Pike, Suite 314 N, Falls Church, VA 22043. The telephone number is (703) 917-9503.

American Society of Health-System Pharmacists (Glendale Campus)
7272 Wisconsin Ave., Bethesda, Maryland 20814 (866) 279-0681

APPROVALS, LICENSURES, AND MEMBERSHIPS
The College is a member of or associated with the following agencies:
• Arizona Board for Private Postsecondary Education
• Nevada Commission on Postsecondary Education
• Arizona, Nevada and Texas State Boards of Nursing for the Baccalaureate Pre-Licensure Nursing Program
• Approved and Regulated by the Texas Workforce Commission, Career Schools and Colleges, Austin Texas
• Career Education Colleges and Universities
• Arizona Private School Association

Certificates are available for viewing in the main Lobby of the College.

COLLEGE HISTORY
Arizona School of Pharmacy Technology was founded in 1991 by pharmacists to provide a quality source of Pharmacy Technicians to the valley pharmacy community. In 1995, Eduvision, Inc., an educational services corporation with over 20 years experience in allied health education, purchased the school and changed its name to Arizona College of Allied Health. In 1996, Arizona College of Allied Health moved from the Scottsdale Airpark to 19th Avenue and Indian School Road. The larger facility allowed The College to add Medical Assistant and Health Information Specialist to its programs.

The College again relocated to 4425 West Olive in Glendale, Arizona. This 32,953-foot facility allows the addition of new programs, as well as increases in student populations. In 2012, the name was changed to Arizona College and a 2nd Campus was added in Mesa, Arizona.

THE CAMPUSES
The Glendale (Main Campus) facility has 32,953 square feet and can accommodate approximately 700 students.

The Mesa Campus (Non-Main Campus) has over 24,000 square feet and can accommodate over 425 students.

The Las Vegas Campus (non-main) is located just off the famous Las Vegas strip in the Sahara Rancho Corporate Center. The space has over 24,000 square feet.

The Dallas Campus (non-main) is located in the Northeast suburbs of the Dallas metro Area. It has approx 24,000 square feet and is dedicated to Nursing Education.

All have ample parking. The classrooms and laboratories provide a working health care environment for its educational programs. The facility is handicap accessible and restrooms are provided.

HOURS OF OPERATION
Monday – Thursday 7:30 am – 11:30 pm; Friday 7:30 am – 5:00 pm
Saturday 9:00 am – 1:00 pm
2018-2019 HOLIDAYS

May 28  Memorial Day
July 4   Independence Day
September 3 Labor Day
October 8 Columbus Day
November 11 Veteran’s Day
November 22-23 Thanksgiving Day (2 days)
December 14-28 Allied Health Winter Break
December 31 New Year’s Eve (for evening classes)
January 1 New Year’s Day
January 21 Martin Luther King Day
February 18 President’s Day
May 27 Memorial Day

ARIZONA COLLEGE
BACCALAUREATE PRE-LICENSURE NURSING (BSN) PROGRAM*
2018-2019 ACADEMIC CALENDAR FOR THE NURSING MAJOR*

SUMMER SEMESTER 2018
April 30 – June 24 Session A
June 25 – August 19 Session B

FALL SEMESTER 2018
August 27 – October 21 Session A
October 22 – December 16 Session B

SPRING SEMESTER 2019
January 2 – February 24 Session A
February 25 – April 21 Session B

SUMMER SEMESTER 2019
April 29 – June 23 Session A
June 24 – August 18 Session B

FALL SEMESTER 2019
August 26 – October 20 Session A
October 21 – December 15 Session B

*Nursing program is offered only at the Mesa and Nevada Campuses.
*Program Completion Date: 4/23/23
PROGRAMS
DENTAL ASSISTANT

Dental Assistant program is offered at the Glendale and Mesa Campuses.

NATURE OF THE WORK

Dental Assistants aid dentist in the examination and treatment of patients. Their duties include taking and developing x-rays, assisting in the operatory (four-handed dentistry), construction and preparation of temporary crowns and bridges. The dental assistant is also involved in the efficient operation of the dental practice. Insurance, patient relations, billing and the greeting of patients, are some of the duties performed by the dental assistant. Generally, the size of the dental practice and an assistant’s responsibilities determines the scope and compensation of the job.

OBJECTIVE

The objective of Arizona College’s Dental Assistant program is to provide a sound educational environment for instruction and training to equip its graduates for entry level jobs as dental assistants.

EQUIPMENT

To complete the training objective of the College, the following equipment is utilized: computers and printers, fully-operational operatory, x-ray machine and x-ray chair, x-ray mannequin, darkroom, dental instruments, autoclave, model trimmers, dental instruments, dental lathe, dental vibrators, stethoscopes, sphygmomanometers, oral thermometers, masks and gloves, television, video cassette recorder, DVD player, overhead projector and other expendable items necessary to complete training objectives.

PREREQUISITES

There are no prerequisite classes for this program.

PROGRAM DELIVERY

Residential
## SCHEDULE OF COURSES

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Lecture</th>
<th>Lab</th>
<th>Practicum, Externship</th>
<th>Credits</th>
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<tbody>
<tr>
<td><strong>DENTAL THEORY</strong></td>
<td></td>
<td></td>
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<tr>
<td>DENT 112</td>
<td>Infection Control and Medical Emergencies</td>
<td>16</td>
<td>16</td>
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</tr>
<tr>
<td>DENT 113</td>
<td>Dental Basics &amp; Chairside Assisting</td>
<td>32</td>
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<td>DENT 126</td>
<td>Restorative Dentistry</td>
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<td>DENT 127</td>
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<td>DENT 128</td>
<td>Dental Specialties</td>
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<td><strong>DENTAL CLINICAL PROCEDURES</strong></td>
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<td>DCP 107</td>
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<tr>
<td>DAP 115</td>
<td>Dental Office Management – Dentrix, Patient &amp; Records</td>
<td>16</td>
<td>16</td>
<td>-</td>
<td>2.5</td>
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<td><strong>COMPUTER COURSES</strong></td>
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<tr>
<td>COM 108</td>
<td>Microcomputer Concepts and Keyboarding</td>
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<td><strong>PROFESSIONAL STUDIES</strong></td>
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<td>ADM 101</td>
<td>Career Development</td>
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<td>ADM 107</td>
<td>Medical Administrative Practices</td>
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<td>9</td>
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<td>BIO 126</td>
<td>The Body as a Whole</td>
<td>32</td>
<td>-</td>
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<td>BIO 127</td>
<td>The Body’s Circulation and Defense</td>
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<td>MTP 118</td>
<td>Medical Terminology and Pharmacology</td>
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<td></td>
<td>343</td>
<td>233</td>
<td>300</td>
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</tr>
</tbody>
</table>

The academic portion of the Dental Assistant Program consists of three (3) terms of ten (10) weeks each. Each term is divided into two (2) five-week sessions. The entire program is approximately 38 weeks.
NATURE OF THE WORK

Individuals, under the supervision of physicians, nurses, or other health care professionals, will perform medical office or facilities management services and perform one or more clinical allied health specialties. This may include developing and maintaining computerized record management systems to store and process data such as personnel activities and information or directing/supervising the work activities of other personnel.

OBJECTIVE

The Associate in Applied Science (AAS) in Health Care Administration program prepares students to become successful leaders in all types of varied health care settings. Classroom experiences focus on the development of skills to be an effective leader and planner, capable of directing, coaching and developing motivated employees and employee teams. This is a program for current supervisors and managers who would like to enhance their skills as well as other employees currently working in a health care discipline who would like to take on more responsibilities. It is also appropriate for individuals planning to enter a health care field who wish to be candidates for promotional opportunities.

EQUIPMENT

Computers with Microsoft Office installed

PREREQUISITES

To enroll in the program, students must have graduated from a program in an Allied Health field that includes at least 40 quarter credits with a cumulative GPA of 2.0 or better (18 quarter credits in Health Care Related Courses)

PROGRAM DELIVERY

Residential
# SCHEDULE OF COURSES

<table>
<thead>
<tr>
<th>Courses</th>
<th>Contact</th>
<th>Lec/Lab</th>
<th>Credits</th>
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<td><strong>OCCUPATIONAL COURSES</strong></td>
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<tr>
<td>HCA 220 Effective Leadership</td>
<td>34</td>
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<tr>
<td>COM 200 Microsoft Office Suite</td>
<td>34</td>
<td>17/17</td>
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<tr>
<td>INF 101 Health Care Informatics</td>
<td>34</td>
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</tr>
<tr>
<td>MGT 201 Principles of Management</td>
<td>34</td>
<td>34/00</td>
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<td>MGT 203 Human Resource Management</td>
<td>34</td>
<td>34/00</td>
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<tr>
<td>MGT 207 Managing the Medical Office</td>
<td>34</td>
<td>34/00</td>
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<tr>
<td>NTR 241 Human Nutrition</td>
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<td>34/00</td>
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<td>LAW 101 Legal Aspects of Healthcare</td>
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<td>34/00</td>
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<td>ACC 111 Healthcare Finance</td>
<td>34</td>
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<td><strong>GENERAL EDUCATION COURSES</strong></td>
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<tr>
<td>ENG 101 First Year English</td>
<td>34</td>
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<td>ENG 111 First Year Composition</td>
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<td>MTM 151 College Math</td>
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<td>PSY 101 Human Psychology</td>
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<td>34/00</td>
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<td>PSY 240 Human Development</td>
<td>34</td>
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<tr>
<td>ECO 101 Health Care Economics</td>
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<tr>
<td>SOC 101 Sociology</td>
<td>34</td>
<td>34/00</td>
<td>3.0</td>
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<td>TQM 101 Quality Customer Service</td>
<td>34</td>
<td>34/00</td>
<td>3.0</td>
</tr>
<tr>
<td>SPE 101 Speech Communications</td>
<td>34</td>
<td>34/00</td>
<td>3.0</td>
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<td><strong>TOTALS</strong></td>
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<td>301/311</td>
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</table>

The Health Care Administration program consists of three (3) terms of ten (10) weeks each. Each term is divided into two (2) five-week sessions. The entire program is approximately 30 weeks.
ALLIED HEALTH
PROGRAMS OF STUDY

HEALTH INFORMATION SPECIALIST

Health Information Specialist program is offered at the Glendale and Mesa Campuses.

NATURE OF THE WORK

Health Information Specialist is concerned with health-related information and the systems used to collect, process, store, retrieve, and communicate information for the support of operations, management, and decision-making within an enterprise. The specialist is qualified to work in a variety of healthcare settings, governmental agencies, and managed care organizations. As computerization of information increases, specialists are vital to medical coding, computerized billing and patient care data analysis.

OBJECTIVE

The objective of Arizona College’s Health Information Specialist course is to provide a sound educational environment for instruction and training to equip its graduates for entry-level positions as health information specialists. This is accomplished through approximately one half of the program consisting of lecture/demonstration and one half hands-on laboratory procedures.

EQUIPMENT

To meet the training objectives of the College, the following equipment is utilized: IBM compatible computers and printers, office management software including MediSoft and Medical Manager, anatomy charts, a human skeleton, and various other teaching aids.

PREREQUISITES

There are no prerequisite classes for this program.

PROGRAM DELIVERY

Residential
## Schedule of Courses

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Lecture</th>
<th>Lab</th>
<th>Practicum, Externship</th>
<th>Credits</th>
</tr>
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<tbody>
<tr>
<td>HIS 101</td>
<td>Introduction to Health Information Technology &amp; Delivery Systems</td>
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<td>16</td>
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<tr>
<td>HIS 102</td>
<td>Medical Records &amp; Healthcare Reimbursement</td>
<td>16</td>
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<td>HIS 105</td>
<td>Medical Coding – CPT/HCPCS</td>
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<td>32</td>
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<td>HIS 107</td>
<td>Medical Coding – ICD-10</td>
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<td>HIS 114</td>
<td>Health Insurance Management</td>
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<td>2.5</td>
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<tr>
<td>HIS 115</td>
<td>Health Insurance Claims</td>
<td>16</td>
<td>16</td>
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<tr>
<td>HIT 207</td>
<td>Health Law Concepts and Compliance</td>
<td>32</td>
<td>-</td>
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</tbody>
</table>

### Health Information

- HIS 101 Introduction to Health Information Technology & Delivery Systems (2.5 credits)
- HIS 102 Medical Records & Healthcare Reimbursement (2.5 credits)
- HIS 105 Medical Coding – CPT/HCPCS (2.0 credits)
- HIS 107 Medical Coding – ICD-10 (2.0 credits)
- HIS 114 Health Insurance Management (2.5 credits)
- HIS 115 Health Insurance Claims (2.5 credits)
- HIT 207 Health Law Concepts and Compliance (3.0 credits)

### Medical Administrative Procedures

- MAP 118 Electronic Medical Records (2.5 credits)
- MAP 208 Computerized Office Management – Medisoft (2.5 credits)

### Computer Courses

- COM 108 Microcomputer Concepts and Keyboarding (2.5 credits)

### Healthcare Fundamentals and Professional Studies

- ADM 101 Career Development (2.5 credits)
- ADM 107 Medical Administrative Practices (2.5 credits)
- BIO 126 The Body as a Whole (3.0 credits)
- BIO 127 The Body’s Circulation and Defense (3.0 credits)
- MTP 118 Medical Terminology and Pharmacology (3.0 credits)

### Externship

- EXT 200 Externship (6.5 credits)

### Totals

<table>
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<tr>
<th>Lecture</th>
<th>Lab</th>
<th>Practicum, Externship</th>
<th>Credits</th>
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<tr>
<td>279</td>
<td>201</td>
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</tbody>
</table>

The academic portion of the Dental Assistant Program consists of three (3) terms of ten (10) weeks each. Each term is divided into two (2) five-week sessions. The entire program is approximately 38 weeks.
ALLIED HEALTH
PROGRAMS OF STUDY

MASSAGE THERAPY

Massage Therapy program is offered at the Glendale and Mesa Campuses.

NATURE OF THE WORK
Massage therapists treat clients by using touch to manipulate the soft-tissue muscles of the body. Therapists utilize a variety of massage techniques and modalities to accomplish pain relief, rehabilitate injuries, and reduce stress, increase relaxation, and aid in the general wellness of clients.

OBJECTIVE
Upon completion of Arizona College’s Massage Therapy program, our graduates can apply their knowledge and skills to work with clients in a variety of settings. Entry level positions in resort spas, chiropractic offices, athletic teams, health clubs, cruise ships, naturopathic offices, private practice, wellness clubs and traditional healthcare settings. As a professional massage therapist clear communication and superior hands-on skill give the therapist the ability to design a massage that will best suit the client.

EQUIPMENT
To complete the educational objectives of the College, the following equipment is utilized: massage tables, massage chairs, face cradles, massage stools, fleece covers, table warmers, massage lotion and oil, anatomy charts, a human skeleton, anatomical videos, and various other teaching aids.

CERTIFICATION/LICENSING
Arizona College’s Massage Therapy program is comprised of 850 clock hours and can be completed in 8½ months. Graduates of Arizona College are eligible for state licensure without passing a national certification exam. Our program prepares graduates to sit for the Board Certification Exam (NCBTMB) and the Massage & Bodywork Licensing Examination (MBLEX). Requirements for licensure in states, municipalities and townships differ; therefore, it is recommended that students determine what is required for licensure where they are planning to work. Career Services provides assistance in determining licensure regulations for the various states and municipalities.

PREREQUISITES
There are no prerequisite classes for this program.

PROGRAM DELIVERY
Residential
### SCHEDULE OF COURSES

<table>
<thead>
<tr>
<th>Diploma Courses</th>
<th>Contact</th>
<th>Lec/Lab</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>MASSAGE THEORY AND TECHNIQUE</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MTM 125 Massage for Special Populations</td>
<td>40</td>
<td>20/20</td>
</tr>
<tr>
<td>MTM 155 Swedish Massage</td>
<td>40</td>
<td>00/40</td>
</tr>
<tr>
<td>MTM 185 Eastern and Energetic Approaches</td>
<td>40</td>
<td>20/20</td>
</tr>
<tr>
<td>MTM 195 Client Care in Massage Therapy</td>
<td>40</td>
<td>20/20</td>
</tr>
<tr>
<td>MTM 200 Clinical Practicum</td>
<td>30</td>
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<tr>
<td>MTM 300 Advanced Clinical Practicum</td>
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<td>00/100</td>
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<tr>
<td>MTM 210 Spa Techniques</td>
<td>40</td>
<td>20/20</td>
</tr>
<tr>
<td>MTM 215 Sports and Injury Massage</td>
<td>40</td>
<td>20/20</td>
</tr>
<tr>
<td>MTM 230 Muscular System: Spine and Thorax</td>
<td>40</td>
<td>20/20</td>
</tr>
<tr>
<td>MTM 240 Spine and Thorax Palpations</td>
<td>40</td>
<td>20/20</td>
</tr>
<tr>
<td>MTM 250 Pain Solutions in Massage Therapy</td>
<td>40</td>
<td>20/20</td>
</tr>
<tr>
<td>MTM 260 Muscular System: Lower Body</td>
<td>40</td>
<td>20/20</td>
</tr>
<tr>
<td>MTM 270 Lower Body Palpations</td>
<td>40</td>
<td>20/20</td>
</tr>
<tr>
<td>MTM 280 Muscular System: Upper Body</td>
<td>40</td>
<td>20/20</td>
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<tr>
<td>MTM 290 Upper Body Palpations</td>
<td>40</td>
<td>20/20</td>
</tr>
<tr>
<td><strong>ANATOMY AND PHYSIOLOGY</strong></td>
<td></td>
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<tr>
<td>MTA 105 Anatomy and Physiology</td>
<td>40</td>
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<tr>
<td>MTA 130 Circulation and Body Defense</td>
<td>40</td>
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<tr>
<td>MTA 135 Bodily Communication and Control</td>
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<tr>
<td>MTA 150 Business and Communication</td>
<td>40</td>
<td>40/00</td>
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<tr>
<td>MTA 160 Metabolic Processes, Elimination, and Reproduction</td>
<td>40</td>
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</tbody>
</table>

**TOTALS** 850 440/410

The academic portion of the Massage Therapy program consists of three and a half (3½) terms of ten (10) weeks each. Each term is divided into two (2) five-week sessions. The entire program is approximately 35 weeks.
ALLIED HEALTH PROGRAMS OF STUDY

PHARMACY TECHNICIAN

Pharmacy Technician program is offered at the Glendale and Mesa Campuses.

NATURE OF THE WORK

A Pharmacy Technician works under the supervision of a licensed pharmacist. The duties and responsibilities of technicians are consistent with their training and experience. Pharmacy Technicians, as part of a team, fill requisitions for drugs after review of the physician's order using unit-dose or appropriate packaging. They are involved in reviewing orders for drug allergies, dosing, interactions and incompatibilities. A Pharmacy Technician prepares parenteral medications and properly labels all dispensable and secondary products. Technicians participate in drug utilization, evaluation and quality assurance programs and consistently review a pharmacy's inventory of drugs expired, withdrawn, recalled, inadequately labeled, or other non-usable drugs. These examples of duties are not all encompassing or restrictive and are expected to vary with changing needs and priorities.

OBJECTIVE

The objective of the Arizona College's Pharmacy Technician course is to provide a sound educational environment for instruction and training to equip its graduates for entry-level positions in pharmacy-related services. Approximately one half of the program consisting of lecture/demonstration and one half hands-on laboratory procedures.

EQUIPMENT

To meet the training objectives of the Pharmacy Technician program, the following equipment is utilized: IBM compatible computers and printers, intravenous flow hood, total parenteral nutrition pump, ointment slabs, mortar and pestle glassware including beakers and graduated cylinders, prescription balance, counting trays, pill crusher, pill cutter, carpojets and various other teaching aids.

PREREQUISITES

There are no prerequisite classes for this program.

PROGRAM DELIVERY

Residential
## SCHEDULE OF COURSES

<table>
<thead>
<tr>
<th>Course #</th>
<th>Diploma Level</th>
<th>Course Title</th>
<th>Lecture</th>
<th>Lab</th>
<th>Practicum, Externship, Internship</th>
<th>Credits</th>
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<tbody>
<tr>
<td>PHM 111 *</td>
<td>Pharmacology: Cardiovascular &amp; Renal</td>
<td>32</td>
<td>-</td>
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<tr>
<td>PHM 114 *</td>
<td>Pharmacology: Nervous, Ear &amp; Eye</td>
<td>32</td>
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<tr>
<td>PHM 117 *</td>
<td>Health &amp; Wellness with Blister Packaging</td>
<td>32</td>
<td>-</td>
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<tr>
<td>PHM 121 *</td>
<td>Sterile Preparations: IV Basics</td>
<td>-</td>
<td>32</td>
<td>-</td>
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<tr>
<td>PHM 122 *</td>
<td>Sterile Preparations: TPN &amp; Chemotherapy</td>
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<td>3</td>
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<tr>
<td>PHM 123 *</td>
<td>Sterile Preparations: Special Therapies</td>
<td>-</td>
<td>32</td>
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<tr>
<td>PHM 130 *</td>
<td>Pharmacy Law &amp; Ethics</td>
<td>32</td>
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<tr>
<td>PHM 133 *</td>
<td>Pharmacy Calculations</td>
<td>32</td>
<td>-</td>
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<tr>
<td>PHM 142 *</td>
<td>Data Entry Systems &amp; Third Party Billing</td>
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<tr>
<td>PHM 151 *</td>
<td>Retail Pharmacy Systems</td>
<td>16</td>
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<tr>
<td>PHM 152 *</td>
<td>Inventory Systems &amp; Non-Sterile Compounding</td>
<td>0</td>
<td>32</td>
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<tr>
<td>PHM 154 *</td>
<td>Technology &amp; Special Topics</td>
<td>16</td>
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<tr>
<td>COM 108 *</td>
<td>Microcomputer Concepts &amp; Keyboarding</td>
<td>16</td>
<td>16</td>
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</table>

### PHARMACOLOGY COURSES

### COMPUTER COURSES

### HEALTHCARE FUNDAMENTALS AND PROFESSIONAL STUDIES

| ADM 101 * | Career Development | 16 | 16 | - | 2.5 |
| ADM 107 * | Medical Administrative Practices | 23 | 9 | - | 2.5 |
| BIO 126 * | The Body as a Whole | 32 | - | - | 3.0 |
| BIO 127 * | The Body’s Circulation and Defense | 32 | - | - | 3.0 |
| MTP 118 * | Medical Terminology & Pharmacology | 32 | - | - | 3.0 |

### EXTERNSHIP

| EXT 160 | Externship | - | - | 160 | 5.0 |

### TOTALS

<table>
<thead>
<tr>
<th></th>
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<th>Credits</th>
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<tr>
<td>359</td>
<td>217</td>
<td>160</td>
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</table>

The academic portion of the Dental Assistant Program consists of three (3) terms of ten (10) weeks each. Each term is divided into two (2) five-week sessions. The entire program is approximately 38 weeks.
ALLIED HEALTH
PROGRAMS OF STUDY

MEDICAL ASSISTANT WITH
PHLEBOTOMY

Medical Assistant with Phlebotomy program is offered at the Glendale and Mesa Campuses.

NATURE OF THE WORK
Medical assistants assist physicians with the examination and treatment of patients in addition to performing various administrative duties. Their responsibilities may include: checking vital signs, obtaining medical histories, preparing patients for examination, performing basic laboratory tests, giving injections, applying bandages, taking electrocardiograms, cleaning and sterilizing instruments and provide patient education under the supervision of the physician. Office duties may include answering the telephone, recording and filing patient data, processing insurance forms, handling correspondence and arranging outside services. In addition, they may keep the books of the practice and maintain billing and collections. Although some Medical Assistants are trained in phlebotomy basics, this program provides an additional session of focused training.

OBJECTIVE
The objective of the Arizona College’s Medical Assistant with Phlebotomy program is to provide a sound educational environment for instruction and training to equip its graduates for entry-level positions as medical assistants.

EQUIPMENT
To meet the training objectives of the Medical Assistant with Phlebotomy program, the following equipment is utilized: IBM compatible computers and printers, calculators, electrocardiograph machine, autoclave, simulated arm for venipuncture, microscopes, examination tables, centrifuge, platform scale, sphygmomanometers, stethoscopes, thermometers, incubator, hemocytometers, medical instruments, anatomical charts, human skeleton, organ models and various other teaching aids.

PREREQUISITES
There are no prerequisite classes for this program.

PROGRAM DELIVERY
Residential
## SCHEDULE OF COURSES

<table>
<thead>
<tr>
<th>Diploma Courses</th>
<th>Contact</th>
<th>Lec/Lab</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CLINICAL LABORATORY SCIENCES</strong></td>
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<tr>
<td>CLS 103 Emergency and Primary Care</td>
<td>34</td>
<td>10/24</td>
<td>2</td>
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<tr>
<td>CLS 107 Patient Diagnostics</td>
<td>34</td>
<td>10/24</td>
<td>2</td>
</tr>
<tr>
<td>CLS 111 Therapeutic Procedures</td>
<td>34</td>
<td>10/24</td>
<td>2</td>
</tr>
<tr>
<td>CLS 113 Medical Asepsis and Minor Surgery</td>
<td>34</td>
<td>10/24</td>
<td>2</td>
</tr>
<tr>
<td>CLS 115 Clinical Laboratory</td>
<td>34</td>
<td>10/24</td>
<td>2</td>
</tr>
<tr>
<td>CLS 117 Venipuncture Pre-examination Variables</td>
<td>34</td>
<td>10/24</td>
<td>2</td>
</tr>
<tr>
<td>CLS 119 Venipuncture Troubleshooting</td>
<td>34</td>
<td>10/24</td>
<td>2</td>
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<tr>
<td><strong>MEDICAL ADMINISTRATIVE PROCEDURES</strong></td>
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<td>MAP 114 Medical Insurance</td>
<td>34</td>
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<tr>
<td><strong>COMPUTER COURSES</strong></td>
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<tr>
<td>COM 108 Microcomputer Concepts and Keyboarding</td>
<td>34</td>
<td>17/17</td>
<td>2.5</td>
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<tr>
<td>MAP 118 Electronic Medical Records</td>
<td>34</td>
<td>17/17</td>
<td>2.5</td>
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<tr>
<td><strong>HEALTHCARE FUNDAMENTAL AND PROFESSIONAL STUDIES</strong></td>
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<td></td>
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<tr>
<td>ADM 101 Career Development</td>
<td>34</td>
<td>17/17</td>
<td>2.5</td>
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<tr>
<td>ADM 107 Medical Administrative Practices</td>
<td>34</td>
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<tr>
<td>BIO 126 The Body as a Whole</td>
<td>34</td>
<td>34/00</td>
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<tr>
<td>BIO 127 The Body’s Circulation &amp; Defense</td>
<td>34</td>
<td>34/00</td>
<td>3</td>
</tr>
<tr>
<td>MTP 118 Medical Terminology &amp; Pharmacology</td>
<td>34</td>
<td>34/00</td>
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<tr>
<td><strong>EXTERNSHIP</strong></td>
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<tr>
<td>EXT 200 Medical Assisting Externship</td>
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<td><strong>TOTALS</strong></td>
<td><strong>710</strong></td>
<td><strong>271/239</strong></td>
<td><strong>42.5</strong></td>
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</tbody>
</table>

Although this program has a Phlebotomy emphasis, it should not be confused with a formal program designed to prepare a student to work only as a Phlebotomist. The majority of the program content is Medical Assisting oriented and is designed to prepare the student to work as a Medical Assistant.

The Medical Assistant with Phlebotomy program consists of three (3) terms of ten (10) weeks each. Each term is divided into two (2) sessions. Each session consists of five (5) weeks. Externship is five (5) weeks. The entire program is approximately 30 weeks.
ACC 111
HEALTHCARE FINANCE
3 Credits
This course concentrates on the practical aspects of medical bookkeeping. Students will study such concepts as daily record keeping, fee schedules, super-bills, journalizing, banking for the medical office, check writing, banking procedures, financial statements, and payroll.
Prerequisite: None

ADM 101
CAREER DEVELOPMENT
2.5 Credits
This course guides students through the employment process by learning to complete applications, prepare cover letters, and write effective resumes and follow-up letters. Other topics include interview skills, networking, continuing education, resigning a position, career advancement, and a general orientation to the ever-changing dynamics of the healthcare delivery system.
Prerequisite: None

ADM 107
MEDICAL ADMINISTRATIVE PRACTICES
2.5 Credits
This course will introduce students to the fundamentals of administrative medical assisting including professional telephone techniques, patient appointment scheduling, written communication, electronic applications and quality customer service. Students will explore an overview of medical law and ethics of the healthcare profession.
Prerequisite: None

BIO 126
THE BODY AS A WHOLE
3 Credits
Coordination and regulation of the body systems are discussed in this course. Students learn how the nervous system and the endocrine system work together to control the functions of the body. Cellular reproduction, body systems and directional terms are addressed.
Prerequisite: None

BIO 127
THE BODY’S CIRCULATION & DEFENSE
3 Credits
In this course students will examine the structure, function and conduction of the heart and the pathway of circulation. Students will also explore the physiology of respiration, which includes the structures and disorders of the respiratory systems and treatment options. Included in the course are blood composition, typing and disorders. The course also examines the lymphatic system to include the organs and their functions and discusses immunity.
Prerequisite: None

CLS 103
EMERGENCY & PRIMARY CARE
2 Credits
Principles of effective communication skills used in patient education and health history documentation are discussed. The students learn to assist with various types of routine medical examinations and to record the patient’s physical measurements and vital signs.
Prerequisite: None

CLS 107
PATIENT DIAGNOSTICS
2 Credits
Provides the theory of electrocardiography, including the QRS complex, P&T waves, and the electrical impulse system. Basic procedures include 12 lead ECG placement, and machine operation. Holter monitoring and mounting of ECG’s recognition of artifacts and cardiac emergencies will be addressed. Introduction to pulmonary function tests and spirometry practice included.
Prerequisite: None

CLS 111
THERAPEUTIC PROCEDURES
2 Credits
The course covers a basic knowledge of pharmacology, the study of drugs and their usage. Students will focus on dose calculations, drug abbreviations, drug actions, and usage of the drug reference manuals. Students will also learn practical applications of various injections techniques and medication administration and documentation.
Prerequisite: None

CLS 113
MEDICAL ASEPSIS & MINOR SURGERY
2 Credits
This course focuses on medical and surgical asepsis used in ambulatory care settings. OSHA standards required in the performance of infection control and personal safety are also discussed. Students will identify surgical instruments and sterile techniques required while assisting in minor office surgery. An overview of dermatology and wound care will be discussed. Microbiological testing including culture and sensitivity will be presented.
Prerequisite: None

CLS 115
CLINICAL LABORATORY
2 Credits
This course discusses the concepts related to the practice of phlebotomy. Students will learn medical terminology, including prefixes, suffixes, word roots, abbreviations and symbols. Basic diagnostic and laboratory tests associated with phlebotomy venipuncture procedures, which includes the discussion of the process and steps, equipment, venipuncture sites, collection tubes and routine blood test and cultures will be taught. Students will learn the anatomy and physiology of the circulatory system and become familiar with the disorders and diagnostic tests of the circulatory system.
Prerequisite: None
ALLIED HEALTH COURSE DESCRIPTIONS

CLS 117
VENIPUNCTURE PRE-EXAMINATION VARIABLES
2 Credits
This course discusses the practice of phlebotomy and venipuncture pre-examination variables. Students will also learn the organizations and agencies that support quality assurance in a healthcare setting. Concepts and skills related to venipuncture procedures are taught including a review of human anatomy and physiology. This course will also cover special procedures involving non-blood specimens and tests.
Prerequisite: None

CLS 119
VENIPUNCTURE TROUBLESHOOTING
2 Credits
This course discusses the concepts related to the practice of phlebotomy. Students will learn medical terminology to include key terms and abbreviations. They will also learn concepts and skills related to special collection procedures which include pediatric and elderly collection procedures, as well as arterial and intravenous collections. Point-of-care testing principles applications will also be taught.
Prerequisite: None

COM 108
MICROCOMPUTER CONCEPTS & KEYBOARDING
2.5 Credits
This course provides a microcomputer orientation with an overview of computer information systems. It introduces computer hardware, software, and information systems. Students will learn Windows as well as Microsoft Office 2007, Word and Excel. Finally, this course also helps students build basic typing skills as well as develop speed and accuracy while typing.
Prerequisite: None

COM 200
MICROSOFT OFFICE SUITE
2.5 Credits
Students will gain experience using Microsoft Office Systems including Word, Excel, PowerPoint, and Access. Report Generation, database storage, and online software will be utilized.
Prerequisite: None

DAP 111
DENTAL OFFICE COMMUNICATIONS
3 Credits
A practical introduction to Microsoft Word, Dentrix software applications, conflict skills, dental healthcare team communications, telephone techniques, and written correspondence.
Prerequisites: DENT 121, DENT 122, DENT 123, DENT 124, DCP 102, DCP 104

DAP 113
PATIENT & RECORDS MANAGEMENT
3 Credits
This course provides an overview of dental ethics and jurisprudence, records filing and management, patient relations, appointment scheduling techniques, credit and collections and recall methods.
Prerequisites: DENT 121, DENT 122, DENT 123, DENT 124, DCP 102, DCP 104

DCP 102
INFECTION CONTROL AND MEDICAL EMERGENCIES LABORATORY
2 Credits
Students learn infection control measures, proper hand washing technique, treatment room set-up, and patient positioning. Also presented are medical histories, vital signs, oral examinations, OSHA incident reports and the MSDS manual.
Prerequisite: None
Co-requisite: DENT 122

DCP 104
CHAIRSIDE ASSISTING LABORATORY
2 Credits
Students are introduced to chairside assisting including instrument transfer and identification, tray set-ups, anesthesia and sedation, oral evacuation, moisture control and dental charting.
Prerequisite: None
Co-requisites: DENT 123, DENT 124

DCP 105
RADIOLOGY LABORATORY
2 Credits
Students learn the use of radiation safety equipment through exposing, processing, and mounting intraoral x-ray films (including digital films) during practical exercises. Angle techniques, identifying radiographic landmarks, and troubleshooting common errors are also presented.
Prerequisites: DENT 121, DENT 122, DENT 123, DENT 124, DCP 102, DCP 104
Co-requisite: DENT 125

DCP 106
RESTORATIVE DENTISTRY LABORATORY
2 Credits
This course teaches students chairside applications and tray identification for amalgam, composite, and crown and bridge procedures, dental cements, vacu-form trays, custom acrylic trays and temporary crowns.
Prerequisites: DENT 121, DENT 122, DENT 123, DENT 124, DCP 102, DCP 104
Co-requisite: DENT 126
DCP 107
ORAL HEALTH LABORATORY
2 Credits
Emphasis is placed on preventative care, coronal polishing, topical fluoride application, oral hygiene instruction, sealants, periodontal dressing, and periodontal charting.
Prerequisites: DENT 121, DENT 122, DENT 123, DENT 124, DCP 102, DCP 104
Co-requisite: DENT 127

DCP 108
DENTAL SPECIALTIES LABORATORY
2 Credits
This course teaches suture removal, simple extraction procedure, complicated extraction tray set-up, post-op care, oral surgery instrument identification, endodontic instrument identification, orthodontic instrument identification, rubber dam placement, lab equipment use, and impressions and models.
Prerequisites: DENT 121, DENT 122, DENT 123, DENT 124, DCP 102, DCP 104
Co-requisite: DENT 128

DENT 112
INFECTION CONTROL & MEDICAL EMERGENCIES
LECTURE & LAB
2.5 Credits
This course is an overview of infection control measures, microbiology and management of hazardous materials, vital signs and medical emergencies. Students learn infection control measures, proper hand washing technique, treatment room set-up, and patient positioning. Also presented are medical histories, vital signs, oral examinations, OSHA incident reports and the MSDS manual.
Prerequisite: None

DENT 113
DENTAL BASICS
3 credits
This course covers an orientation to the dental office, embryology, histology, morphology, head and neck anatomy, and pharmacology and is an introduction to chairside dentistry including dental terminology, instrument identification and transfer, dental charting, and anesthesia and sedation.
Prerequisite: None

DENT 121
ANATOMY & PHYSIOLOGY
4 Credits
This course examines the terminology and function of body systems, with a concentration on head and neck anatomy.
Prerequisite: None

DENT 122
INFECTION CONTROL & MEDICAL EMERGENCIES
4 Credits
This course is an overview of infection control measures, microbiology, management of hazardous materials, vital signs and medical emergencies.
Prerequisite: None
Co-requisite: DCP 102

DENT 123
DENTAL BASICS
4 Credits
This course covers an orientation to the dental office, embryology, histology, morphology, dental terminology and pharmacology.
Prerequisite: None

DENT 124
CHAIRSIDE ASSISTING
4 Credits
This course is an introduction to the dental office and chairside dentistry, including dental terminology, instrument identification and transfer, dental charting, and anesthesia and sedation.
Prerequisite: None
Co-requisite: DCP 104

DENT 125
DENTAL RADIOLOGY
3 Credits
This course covers the history of radiography, safety considerations, biology and physiology aspects, exposure, processing, mounting and storage of x-rays. Digital x-ray theory is discussed.
Prerequisites: DENT 121, DENT 122, DENT 123, DENT 124, DCP 102, DCP 104
Co-requisite: DCP 105

DENT 126
RESTORATIVE DENTISTRY
3 Credits
This course presents an overview of fixed and removable prosthodontics, restorative materials, cosmetic dentistry, gingival retraction, tooth whitening and cements.
Prerequisites: DENT 121, DENT 122, DENT 123, DENT 124, DCP 102, DCP 104
Co-requisite: DCP 106

DENT 127
ORAL HEALTH
3 Credits
This course gives an overview of oral health and preventative techniques, nutrition, pediatric dentistry, periodontics and perio charting, sealants and coronal polishing.
Prerequisites: DENT 121, DENT 122, DENT 123, DENT 124, DCP 102, DCP 104
Co-requisite: DCP 107

DENT 128
DENTAL SPECIALTIES
3 Credits
This course explores dental specialty practices including endodontics, orthodontics, orals surgery and pathology, lab materials and dental dam.
Prerequisites: DENT 121, DENT 122, DENT 123, DENT 124, DCP 102, DCP 104
Co-requisite: DCP 108
### ECO 101
**HEALTH CARE ECONOMICS**
3 Credits

The purpose of this class is to introduce students to the basic tools of economics. Concepts such as supply and demand, the understanding of markets and the global market economy will be discussed. The practices of production, consumption, and transfer of wealth will be examined at both micro and macro-economic levels.

Prerequisite: None

### ENG 101
**COLLEGE ENGLISH**
3 Credits

This course provides college students with a general grammar review and the opportunity to practice effective professional writing skills. Students will learn to write on persuasive, critical, and research-oriented or professional subjects. Fundamentals of spelling and punctuation will be reviewed to allow the student to write effectively.

Prerequisite: None

### ENG 111
**FIRST YEAR COMPOSITION**
3 Credits

This course provides students with a general punctuation review and the opportunity to practice effective professional writing skills. Students will learn how to write correspondence, reports, and proposals commonly required in the healthcare industry. Elements of grammar, spelling, creativity, professionalism, and changing technologies will be addressed throughout each section of this course.

Prerequisite: None

### EXT 200
**EXTERNSHIP**
6.5 Credits

A 200-hour, full-time externship in an approved facility under the supervision of a qualified professional.

Prerequisite: Successful completion of all classroom courses in the program.

### EXT 300
**DENTAL ASSISTANT EXTERNSHIP**
10 Credits

A 300-hour externship in an approved dental facility under the direct supervision of a dentist or dental assistant in a variety of settings.

Prerequisite: Successful completion of all classroom courses in the program.

### EXT 160
**PHARMACY TECHNICIAN EXTERNSHIP**
5 Credits

A 160-hour, full-time externship in an approved facility under the supervision of a pharmacist or other qualified pharmacy professional.

Prerequisite: Successful completion of all classroom courses in the program.

### HCA 220
**EFFECTIVE LEADERSHIP**
3 Credits

This course will introduce the student to and explore various leadership styles. The goal of this course is to develop and enhance the student’s leadership skills through the readings in order to optimize leadership capabilities. Concepts such as leadership qualities, characteristics, and ethics in the workplace will be discussed.

Prerequisite: None

### HIS 101
**INTRODUCTION TO HEALTH INFORMATION TECHNOLOGY & DELIVERY SYSTEMS**
2.5 Credits

This course presents the importance of quality in the delivery of health care, describing the various methods of evaluating and improving the quality of care rendered in today’s health care systems. The core focus is the crucial role of HIS in the quality assessment process. This course will also introduce students to the history of the American Healthcare system, government regulations in healthcare, methods of reimbursement, legal issues and professional ethics.

Prerequisite: None

### HIS 102
**MEDICAL RECORDS & HEALTHCARE REIMBURSEMENT**
2.5 Credits

This course will introduce students to how reimbursement is accomplished in the healthcare industry, who is involved in the reimbursement process, the methodologies that are used to calculate reimbursement, and how health information technology professionals are involved in the process.

Prerequisite: None

### HIS 105
**MEDICAL CODING – CPT/HCPCS**
2 Credits

This course provides the student with the basic fundamentals of reporting medical services and procedures with standard recognized guidelines. Using this coding system provides a uniform language that will thereby provide an effective means for reliable nationwide communication among physicians and third parties.

Prerequisite: None

### HIS 107
**MEDICAL CODING – ICD-9/CM**
2 Credits

This course provides students with essential tools to transform verbal descriptions of diseases, injuries, and conditions into numerical designations by utilizing standard recognize guidelines. Using this coding system provides a uniform language that will thereby provide an effective means for reliable nationwide communication among physicians and third parties.

Prerequisite: None
HIS 111
COMPUTERIZED PRACTICE MGMT – Medical Manager
1.5 Credits

The Medical Manager course will familiarize the student with computerized account management and help develop the confidence and skills necessary to become a successful user of medical account management software. The extensive practice exercises will solidify skill foundations which a student can apply to common patient account management software programs.
Prerequisite: None

HIS 114
HEALTH INSURANCE MANAGEMENT
2.5 Credits

This is a course designed to introduce the fundamentals of a Health Insurance Specialist's role in the medical profession. Laws and regulations will be explored as well as becoming familiarized with insurance terminology and the basics of coding for reimbursement to third party payers.
Prerequisite: None

LAW 101
LEGAL ASPECTS OF HEALTHCARE
3 Credits

This course addresses legal issues pertinent to the practice of health information management. Prime concentrations are medico-legal issues, confidential and non-confidential health information, and legal principals governing access to confidential health information. Identification of major resources for locating information on law, rules, regulations, and standards related to health information is presented.
Prerequisite: None

HIS 121
INTRODUCTION TO HEALTH INFORMATION TECHNOLOGY
2.5 Credits

This course presents the importance of quality in the delivery of healthcare, describing various methods of evaluating and improving the quality of care rendered in today’s healthcare systems. The core focus is the crucial role of the Health Information Specialist in the quality assessment process.
Prerequisite: None

HIS 122
HEALTH CARE DELIVERY SYSTEMS
3 Credits

This course will introduce students to the history of the American Healthcare system, to the overall concepts of organization, standards for accreditation and licensure, government regulations in health care, methods of reimbursement, and legal aspect issues and professional ethics.
Prerequisite: None

HIS 123
HEALTHCARE REIMBURSEMENT ISSUES
2.5 Credits

This course will introduce students on how reimbursement is accomplished in the healthcare industry, who is involved in the reimbursement process, methodologies used to calculate reimbursement, and how health information technology professionals are involved in the process.
Prerequisite: None

HIS 124
MEDICAL RECORDS & DOCUMENTATION
2.5 Credits

This course is directed toward assisting students as they enter the health information field in understanding the differences between paper and electronic medical records and the documentation processes under HIPAA compliance.
Prerequisite: None

HIT 205
MASTERING CODING
2.5 Credits

This course focuses on physician and outpatient coding for medical visits, diagnostic testing and interpretation, surgeries, anesthesia, and all physician treatments and services. Patient cases, some with multiple records or reports, will require students to differentiate between coding a particular diagnosis or procedure based on a visit to a doctor’s office versus an outpatient procedure at a hospital or similar facility.
Prerequisite: None

HIT 207
HEALTH LAW CONCEPTS & COMPLIANCE
3 Credits

This course is directed toward assisting students as they enter the health information field with help in understanding the legal principles that govern this particular area of health care. There will be a strong emphasis placed on compliance issues concerning HIPAA, OSHA, fraud, and abuse violations.
Prerequisite: None

HIS 115
HEALTH INSURANCE CLAIMS
2.5 Credits

This course is a practical application course in which various insurance plans such as group insurance, third party plans, Medicare and Workers Compensation are explored. Students will be involved in the coding and Completion of the standardized CMS-1500 claim form.
Prerequisite: None

INF 101
HEALTH CARE INFORMATICS
3 Credits

Introduction to Health care Informatics offers an overview of the field of health care informatics by providing students with the fundamental knowledge of the concepts and how technology can be used in the delivery of health care. This course will introduce health Informatics definitions, theory, technologies, workflow and expectations in the informatics field, tools, and professional organizations.
Prerequisite: None
MAP 114
MEDICAL INSURANCE
2.5 Credits
This is a practical application course in which various insurance plans such as group insurance, third party policies, Medicare, and Workers Compensation are explored. Students will be involved in the completion of various patient information and claim form requirements. They will be familiarized with insurance terminology and the preparation beforehand of computer generated forms.
Prerequisite: None

MAP 118
ELECTRONIC MEDICAL RECORDS
2.5 Credits
This course will introduce students to electronic medical records utilizing the software program OPTUM. Students will complete patient case studies which cover administrative and clinical tasks. The case studies require students to enter various types of data including patient demographics, medical history, clinical findings and insurance billing information.
Prerequisite: None

MAP 208
COMPUTERIZED OFFICE MANAGEMENT – Medisoft Advanced
2.5 Credits
This course focuses on the use of patient accounting software applications which are commonly used with electronic processes performed in the medical office. The student will perform the necessary steps of entering demographics, insurance information, posting charges and payments, as well as reporting and the filing of claims electronically.
Prerequisite: None

MGT 201
PRINCIPLES OF MANAGEMENT
3 Credits
This course is designed to increase an awareness into the concepts in management which consist of organizing, planning, delegating, and staffing. Students will utilize and develop critical thinking skills as they apply these introduced concepts to own their own life experiences as well as future employment.
Prerequisite: None

MGT 203
HUMAN RESOURCE MANAGEMENT
3 Credits
This course is an introduction to the roles and responsibilities of healthcare human resource management and the importance of the department within the organization. Students will learn the tools needed for effective personnel management. Students will be introduced to motivational techniques, performance appraisals, counseling, termination process, and aspects of employment law.
Prerequisite: None

MGT 207
MANAGING THE MEDICAL OFFICE
3 Credits
This course is designed to utilize all aspects of managerial concepts by simulating situations that the medical practice manager may routinely encounter. Students will take on the role of a Practice Manager with responsibilities including employee relations, maintaining office and medical supplies, and safety issues, while maintaining a profitable, patient-centered medical practice.
Prerequisite: None

MTA 105
ANATOMY & PHYSIOLOGY
40 Clock Hours
In this course students will get an overview of the body systems, orientation of the body, along with anatomical and medical terminology. The chemistry, cells, tissues and organization of the body will be understood in relation to the physiological effects of massage therapy.
Prerequisite: None

MTA 130
CIRCULATION & BODY DEFENSE
40 Clock Hours
Anatomy, physiology, and pathology of the circulatory, lymphatic, integumentary and immune systems are studied; these systems work together to create the body’s defense system.
Prerequisite: None

MTA 135
BODILY COMMUNICATION & CONTROL
40 Clock Hours
Our master center of communication, the nervous system, works in concert with the endocrine system, our hormonal regulator. This course shows the relationship between the two systems and how their interrelatedness controls all physiological processes in the body.
Prerequisite: None

MTA 150
BUSINESS AND COMMUNICATION
40 Clock Hours
This course will prepare students for the expectations of professional conduct in business and marketing strategies. Students will understand the therapeutic relationship and explore their options as an employee, independent contractor or starting a private practice. HIPAA standards, ethics and law, sanitation, hygiene, and OSHA safety guidelines are covered. We address the professional ethics, communication skills, and legal structure that students will use in the professional massage world. They will compose their resume, cover letter, and learn how to interview successfully.
Prerequisite: None
MTA 160
METABOLIC PROCESSES, ELIMINATION & REPRODUCTION
40 Clock Hours
This course covers the anatomy, physiology and pathology of our complex nutritional and reproductive systems. The foods that we eat are digested and assimilated as the building blocks of our cells, while the body eliminates the waste. Our reproductive systems contain the building blocks for a new life. Students will gain an understanding of how this occurs in our bodies.
Prerequisite: None

MTM 125
MASSAGE FOR SPECIAL POPULATIONS
40 Clock Hours
Students will practice and demonstrate specialized massage techniques for mother and infant, people with disabilities, older adults, and end-of-life care. Emphasis will include how to assist clients in need and perform massage in a side-lying position.
Prerequisite: None

MTM 151
COLLEGE MATH
40 Clock Hours
This course will include analysis and interpretation of the behavior and nature of functions including polynomial, rational, exponential, logarithmic, power, absolute value, and piecewise-defined functions, systems of equations, modeling, and solving real world problems.
Prerequisite: None

MTM 155
SWEDISH MASSAGE
40 Clock Hours
Students will learn how to create a comfortable environment and practice designing a full body Swedish massage. Emphasis will be given to cautions, contraindications, and foundation skills for massage: including confident draping, body mechanics, self-care, and confidence in opening and closing a massage treatment session.
Prerequisite: None

MTM 185
EASTERN & ENERGETIC APPROACHES
40 Clock Hours
Holistic medicine and natural wellness will be taught, including personal efforts to achieve balance of physical, mental, emotional, social and spiritual aspects of health. The student will learn how to use adjunctive modalities from eastern and energetic origins.
Prerequisite: None

MTM 195
CLIENT CARE IN MASSAGE THERAPY
40 Clock Hours
In this course students will learn how to tailor their massage to a client’s needs and goals. Understanding the documentation process for a wellness massage in assessment, treatment and planning for the greatest care of the client.
Prerequisite: None

MTM 200
CLINICAL PRACTICUM
30 Clock Hours
A supervised clinic consists of 30 hours and is taken to prepare for the professional environment. The clinical internship is designed to provide a forum for students to learn how all the classroom material fits together. The clinical practice are unpaid hours to polish your practical skills.
Prerequisite: None

MTM 210
SPA TECHNIQUES
40 Clock Hours
In this course students will learn corporate chair massage and how to use it as a marketing tool and explore their options as an employee, independent contractor or starting a private practice. Students will compose their resume and cover letter, and learn how to interview successfully. Hot stone massage, reflexology and essential oils will be practiced to prepare students for the spa environment.
Prerequisite: None

MTM 215
SPORTS & INJURY MASSAGE
40 Clock Hours
In Sports Massage and Hydrotherapy students will learn how the muscles work together to achieve complex movement (kinesiology) and how the use of hydrotherapy treatments as they relate to massage therapy. Emphasis is on the neuromuscular physiology of stretching, normal range of motion, common injuries of athletes and how to treat injuries of an acute, sub-acute or chronic nature in a pre-event, post-event or restorative environment.
Prerequisite: None

MTM 230
MUSCULAR SYSTEM: SPINE & THORAX
40 Clock Hours
Anatomy, physiology and pathology of the head, spine and thorax will be taught. The students will learn specific skeletal origin and insertion, as well as the action of facial, cranial, spinal and rib cage muscles. Additionally, students will gain understanding of scoliotic postural compensation, injuries and trigger point patterns that sometimes cause headaches and back pain.
Prerequisite: None

MTM 240
SPINE AND THORAX PALPATIONS
40 Clock Hours
The students will practice specific muscular palpation on all muscles, injuries and trigger points covered in lecture by using myofascial, deep tissue, and neuromuscular approaches. Emphasis will be clinical reasoning skills for spinal muscular conditions and postural imbalance.
Prerequisite: None
### Allied Health Course Descriptions

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Description</th>
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| MTM 250     | Pain Solutions in Massage Therapy                | 40 Clock Hours | This course gives students an understanding of the assessment, treatment planning and documentation required for clients with chronic pain conditions and ongoing pathologies. Musculoskeletal injuries and understanding pain will be emphasized.  
**Prerequisite:** None |
| MTM 260     | Muscular System: Lower Body                      | 40 Clock Hours | Anatomy, physiology and pathology of the pelvic girdle and lower extremities will be taught. The students will learn specific skeletal origin and insertion, as well as the action of lower body muscles. Additionally, students will gain an understanding of common postural compensation, injuries and trigger point patterns.  
**Prerequisite:** None |
| MTM 270     | Lower Body Palpations                            | 40 Clock Hours | The students will practice specific muscular palpation on all muscles, injuries and trigger points covered in lecture by using myofascial, deep tissue, and neuromuscular approaches. Emphasis will be clinical reasoning skills for lower body muscular conditions and postural imbalance.  
**Prerequisite:** None |
| MTM 280     | Muscular System: Upper Body                      | 40 Clock Hours | Anatomy, physiology and pathology of the shoulder girdle and upper extremities will be taught. The students will learn specific skeletal origin and insertion, as well as the action of upper body muscles. Additionally, students will gain understanding of common postural compensation, injuries and trigger point patterns.  
**Prerequisite:** None |
| MTM 290     | Upper Body Palpations                            | 40 Clock Hours | The students will practice specific muscular palpation on all muscles, injuries and trigger points covered in lecture by using myofascial, deep tissue, and neuromuscular approaches. Emphasis will be clinical reasoning skills for upper body muscular conditions and postural imbalance.  
**Prerequisite:** None |
| MTM 300     | Advanced Clinical Practicum                      | 100 Clock Hours | A supervised clinic consists of 100 hours and is taken to prepare for the professional environment. The clinical internship is designed to provide a forum for students to learn how all the classroom material fits together. The clinical practice are unpaid hours to polish your practical skills.  
**Prerequisite:** None |
| MTP 118     | Medical Terminology                              | 3 Credits | This course focuses on construction, pronunciation and application of the medical word, to include prefixes, suffixes and word roots. A basic level of organization within the human body is presented. An overview of the major body systems is provided and terms related to the systems are learned. Abbreviations and pharmacology concepts and introductory legalities related to documentation in the healthcare industry are included.  
**Prerequisite:** None |
| PHM 111     | Pharmacology: Cardiovascular & Renal              | 3 Credits | This course begins with an overview of the anatomy and physiology of the heart, circulatory system and renal system. Students then study diseases and disorders that affect each system and the drug classes that treat them. Students become familiar with indications for use, most common side effects, dosage forms and brand and generic names for commonly prescribed medications.  
**Prerequisite:** None |
| PHM 112     | Pharmacology: Musculoskeletal, Immune & Anti-Infectives | 4 Credits | This course covers the immune and musculoskeletal system and their disorders. This course also introduces bacteria, viruses, protozoa and fungi that produce diseases. The classification of each type of anti-infective is covered with an emphasis on dose, indication for use, side effects and brand and generic names of most commonly-used medications. In addition, this course deals with cancer and medications used for its treatment.  
**Prerequisite:** None |
| PHM 113     | Pharmacology: Digestive & Respiratory            | 4 Credits | This course begins with an overview of the structure and function of the digestive and respiratory systems. Students then learn the most common diseases and disorders that affect each. Students study drug classes used in their treatment, indication for use, side effects, dosage forms, and brand and generic names of commonly prescribed medications.  
**Prerequisite:** None |
| PHM 114     | Pharmacology: Nervous, Ear & Eye                 | 3 Credits | This course presents an overview of how the brain and nervous systems function. Students learn medications used to treat disorders such as depression, psychoses, Parkinson’s disease, multiple sclerosis and other diseases that affect the nervous system. Medications that affect the sympathetic and parasympathetic systems are reviewed. While learning drug classifications, students learn indications for use, dosage forms, side effects and brand and generic names of commonly prescribed medications. The course also gives an overview of the eye and ear, including disorders and treatments.  
**Prerequisite:** None |
PHM 115
PHARMACOLOGY: INEGUMENTARY, ENDOCRINE & REPRODUCTIVE
4 Credits
This course presents the skin and diseases of the skin. Students learn classifications of drugs used to treat the skin including indications for use, dosage forms, side effects, and brand and generic names of commonly prescribed medications. This course also explores hormones produced by the body, the glands that produce them and disorders caused when the balance is incorrect. Types of hormones used to treat these disorders, as well as the ones used for birth control are covered. The structure, function, and disorders of the male and female reproductive systems will be covered as well.

Prerequisite: None

PHM 116
PHARMACOLOGY: OTC, HERBALS, VITAMINS & SUPPLEMENTS
4 Credits
This course explores the increasing popularity of over-the-counter medications and supplements. Students become familiar with indications for use, dosage recommendations, side effects, warnings and precautions of some of the most popular herbals and supplements. Vitamins and common active ingredients in over-the-counter products are taught, along with their indications for use.

Prerequisite: None

PHM 117
HEALTH AND WELLNESS WITH BLISTER PACKAGING
3 Credits
This course explores the increasing popularity of over-the-counter medications and supplements. Students become familiar with indications for use, dosage recommendations, side effects, warnings and precautions of some of the most popular herbals and supplements. Vitamins and common active ingredients in over-the-counter products are taught, along with their indications for use.

Prerequisites: None

PHM 121
STERILE PREPARATIONS: IV BASICS
2 Credits
This course covers techniques and procedures used to prepare sterile IV products. Students perform hands-on practice and become familiar with equipment used in preparation.

Prerequisite: None

PHM 122
STERILE PREPARATIONS: TPN & CHEMOTHERAPY
2 Credits
This course begins with an overview of IV techniques followed by specialized techniques used to prepare TPN’s and chemotherapy IV’s, focusing on TPN’s or Total Parenteral Nutrition bags. Calculations involved in determining amounts of medications to be added and preparation and labeling of such are taught. The second half of the course is devoted to proper techniques for handling and preparing chemotherapy medications. Students utilize hands-on practice.

Prerequisite: None

PHM 123
STERILE PREPARATIONS: SPECIALTY THERAPIES
2 Credits
This course covers basic IV techniques, including preparation of syringes, irrigation solutions and ophthalmic solutions. Students utilize hands-on practice.

Prerequisite: None

PHM 130
PHARMACY LAW & ETHICS
3 Credits
This course covers federal and state laws governing the practice of pharmacy. It covers ethical issues in the healthcare field and their relationship to pharmacy. Students will review real case studies and be drawn into ethical issues which will enhance critical thinking and broaden their perspectives. Key topics include workplace safety, ethics, and other key topics recommended by PTCB and ASHP.

Prerequisites: None

PHM 131
LAW, ETHICS & PROFESSIONALISM
3 Credits
This course covers federal and state laws governing the practice of pharmacy. It covers ethical issues in the healthcare field and their relationship to pharmacy. Students learn professionalism and its application to pharmacy issues. The course prepares students for leaving school and gaining employment. Students learn interview preparation typing a resume, what to expect at an interview and how to present themselves in a positive way. HIPAA training and testing is also covered.

Prerequisite: None

PHM 132
PHARMACODYNAMICS & MEDICAL TERMINOLOGY
2 Credits
In this course students learn medical terminology, including terms, prefixes, suffixes, common abbreviations, and sig codes. Students will also learn the basics of pharmacology and pharmacodynamics. In addition, students will be exposed to commonly prescribed brand and generic drug names.

Prerequisite: None

PHM 133
PHARMACY CALCULATIONS
3 Credits
This course teaches students calculations required of Pharmacy Technicians. The course begins with a review of basic math. Students learn specific calculations used in various pharmacy areas.

Prerequisite: None

PHM 141
COMPUTER CONCEPTS
3 Credits
This course introduces students to keyboarding and the use of computers. Students are introduced to computer programs used in pharmacy. Students learn Windows operating system, Microsoft Word, and Microsoft Excel.

Prerequisite: None
PHM 142
DATA ENTRY SYSTEMS & THIRD-PARTY BILLING
2.5 Credits
This course will explain the role of pharmacy management software in the daily administration of pharmacy services, specifically in retail and hospital settings. Students will learn how to interpret orders for accurate prescription entry into the software, how to manage electronic databases, maintain inventory electronically, and how to generate accurate medication administration records for long-term care patients. This course will also cover third party billing.
Prerequisite: None

PHM 151
RETAIL PHARMACY SYSTEMS
2.5 Credits
This course examines day-to-day duties performed in a retail pharmacy. Students learn to read prescriptions and to fill, package, and label medications. Basic duties such as greeting clients, assisting customers with over-the-counter medications, handling refill requests and working the “out” window are discussed.
Prerequisite: None

PHM 152
INVENTORY SYSTEMS & NON-STERILE COMPOUNDING BASICS
2 Credits
This course teaches ordering, receiving, stocking and rotation of pharmaceutical supplies and medications. Also covered are pricing, discounts, mark-ups, and sale prices. The next portion of the course explores insurance, third party payers, and universal claim forms. Students will also gain an understanding of extemporaneous compounding.
Prerequisite: None

PHM 153
HOSPITAL PHARMACY SYSTEMS
3 Credits
This course will introduce the daily functions of the hospital and the duties in various work areas, as well as an overview of the different healthcare careers within the hospital setting. Interpretation of the Physician’s Order, medical abbreviations, P & T Committee, formulary development, crash cart medications, medication administration records, and OSHA Blood Borne Pathogen standards will be discussed, as well as workplace safety and infection control. Also included are standing orders, automatic stop orders and an overview of other institutional settings.
Prerequisite: None

PHM 154
TECHNOLOGY & SPECIAL TOPICS
2.5 Credits
This course will cover topics such as drug distribution systems, medication administration records and unit dose packaging. It will be discussed as to how each topic influences the administration of pharmacy services in a hospital setting. The interpretation of physician orders, dosage calculations, and the use of automation in the hospital pharmacy setting will also be covered. Other special topics will be discussed, such as errors, safety, special dosing circumstances, reference sources, and addiction. CPR and First Aid will also be discussed.
Prerequisite: None

PSY 101
HUMAN PSYCHOLOGY
3 Credits
This course studies psychological viewpoints and theories about personality and mental illnesses. Treatment methods are also discussed. The steps of problem solving, learning techniques and the memory process will be discussed and applied to situations in life and the workplace.
Prerequisite: None

PSY 240
HUMAN DEVELOPMENT
3 Credits
This course studies psychological viewpoints and theories about personality and mental illness. Treatment methods are also discussed. The steps of problem solving, learning techniques and the memory process will be discussed and applied to situations in life and the workplace.
Prerequisite: None

SOC 101
SOCIOLOGY OF HEALTHCARE
3 Credits
This is an introductory course in Sociology as it relates to theoretical perspectives in healthcare. This course provides an overview of the study of society. Basic principles are covered, including socialization, culture, social institutions, social structure, social stratification, deviance, and the evolution of society.
Prerequisite: None

SPE 101
SPEECH COMMUNICATIONS
3 Credits
This course provides a basic understanding of the principles of oral communication and public speaking. Students will learn to clearly present ideas with confidence when speaking to a group. A thorough discussion of the communication process will be reviewed including how to reduce public speaking anxiety, develop rehearsal skills, and conduct ethical research.
Prerequisite: None

TQM 101
CUSTOMER SERVICE
3 Credits
This course will provide guidelines and best practices for providing excellent customer service in the healthcare setting. The theories of various managerial strategies such as conscious capitalism and servant leadership will be compared and contrasted. Total quality management principles and organizational behavior will also be discussed.
Prerequisite: None
NATURE OF THE WORK
Registered nurses (RNs) provide and coordinate care, educate patients and the public about various health conditions; and provide emotional support to patients, family, and significant others.

Employment opportunities continue to grow for the nursing profession. Registered nurses work in hospitals, physician offices, home healthcare services, and nursing care facilities. Others work in correctional facilities, schools, retail clinics, or serve in the military. Nurses also provide care in locations such as camps, homeless shelters, sporting events, and tourist destinations.

MISSION AND GOALS
The mission of the School of Nursing at Arizona College is to educate students seeking to become registered nurses. Students in the nursing program are prepared to be nurse leaders who are responsive to the healthcare needs of culturally diverse individuals and groups across the lifespan in a complex global community. The baccalaureate nursing program promotes and supports student success. Faculty are committed to evidence-based teaching in a learning-centered environment. They promote and exemplify values of altruism, autonomy, human dignity, integrity, mindfulness, and social justice. These values encourage personal and professional growth, lifelong learning and competent professional practice in the graduates.

Graduates will provide high quality, safe, evidence-based care which enhances the quality of life for individuals and communities. Graduates will be knowledgeable about current trends in healthcare, will assume responsibility for their own professional growth, and will be prepared for graduate study in nursing. Prior to graduation, students will have completed all requirements for certification by the Institute for Healthcare Improvement (IHI) and will have a strong foundation in safety system design, quality improvement, and leadership in healthcare. Upon satisfactory completion of all program and state licensing requirements, the graduate will be eligible to apply for the National Council of State Boards of Nursing Licensing Examination for Registered Nurses (NCLEX-RN®).

EQUIPMENT/TECHNOLOGY
A skills lab furnished to resemble a hospital room is available for student learning. The lab includes both high and low fidelity manikins, as well as a camera and microphones to record simulation scenarios. Equipment necessary for students to learn basic nursing skills is included. Standard classroom furnishings include a computer, projector, white board, tables and chairs.

PROGRAM DELIVERY
Multiple teaching modalities are used in the nursing program. These include, but are not limited to, lecture, unfolding case studies, collaborative discussions, small group work, slide presentations, simulation scenarios, demonstration and return demonstration, role playing, interactive online instruction, and other critical thinking activities. Students are provided the opportunity to care for patients in a variety of settings including acute care, ambulatory, and community health settings. The General Education courses in the Nursing program may be offered residually or in a blended format. All core nursing courses are delivered residually.

DISTANCE EDUCATION EXPECTATIONS
1. Weekly Schedule
   • The Blended Learning week begins on Monday (Day 1) and ends on Sunday (Day 7).
2. Student Access
   • Students will have access to their course the Friday before the start date of their class to adequately prepare for their face to face meeting.
3. Student Discussion/Participation/Engagement
   • To earn full points for discussion, students must meet the requirements outlined in the syllabus.
4. Discussion Questions
   • Students are expected to post their initial discussion question (DQ) 3 days after the class meeting by 23:59. They are also expected to post 2 substantive responses to 2 separate classmates’ initial discussion posts by 23:59 two days from their original posting.
   Example: Your class is on Tuesday and you have a DQ assigned for that class. Your initial post is due by 23:59 on Friday. Your response to a minimum of two classmates is due by 23:59 on Monday.
   • A substantive post:
     – Contributes to the content of the discussion while stimulating further discussion by presenting another point of view or providing greater depth to the original post.
     – Provides additional information on the topic, supported with professional resources.
     – Is scholarly in nature using a professional tone.
     – Includes proper academic writing such as spelling, grammar, and sentence structure.
   • Responses should be posted directly onto the discussion board; a Word document attachment including the response should also be posted. The word document should be in APA format.
5. Late Assignments
   • Assignments are to be turned in on time. Failure to do so will result in a penalty consistent with the policy stated in the course syllabi. A penalty of 10% may be deducted for each calendar day late for a total of three days.
6. Time Requirement
   • Plan to spend sufficient time on the course. Students are expected to put in the same amount of time in online courses as they would if they were face to face courses on-campus. For example, if a course meets on-campus it would meet for 3-4 hours each week for 8 weeks. Thus, you would be expected to spend at least 3-4 hours each week for the online portion of each class (e.g., readings, discussion questions, learning activities, chat sessions).
7. Communication
   • Check the Announcements in Canvas for each of your classes on a daily basis. Checking once a day will ensure that you are aware of any new information being conveyed through the Announcements content area for the class.
   • Communicate with the instructor. Even though you may not see the instructor each week, any needed communication with the instructor should be done via email, or telephone in a timely,
prompt manner. Please check your course syllabi for the instructor’s preferred method of communication, as well as office hours.

- Log-in to your Arizona College email account daily. All Arizona College communication related to courses, student account services, etc. is directly linked to your Arizona College account and cannot be changed.

ADMISSIONS

BSN applicants who meet the requirements below are admitted directly into the nursing program and enrolled into the program’s general education courses, which may take four semesters to complete. Applicants may request that general education credits earned at another nationally or regionally accredited college be evaluated for transfer to the BSN program. Credits that transfer will likely reduce the total number of semesters required for program completion.

Students who successfully complete the general education curriculum, having satisfied certain grade and GPA criteria, progress into the Core Nursing courses beginning in semester 5.

I. REQUIREMENTS FOR ADMISSION INTO THE BSN

PROGRAM ADMISSIONS DOCUMENTS

1. Completed application and enrollment agreement for the nursing program
2. Official high school transcript with a minimum cumulative GPA of 2.75; Or one of the following official high school equivalency test results with these minimum scores:
   - General Equivalency Diploma (GED®) minimum score
     - 2014 Series and later: Cumulative score of 680 or above
     - 2002-2013 Series: Cumulative score of 3000 or above
     - 2002 Series and prior: Cumulative score of 258 or above
   - High School Equivalency Test (HiSET™) minimum score
     - Cumulative score of 80 or above
   - Test Assessing Secondary Completion (TASC™) minimum score:
     - 500 in all subject areas, and
     - at least 2 on the written essay
   - California High School Proficiency Exam (CHSPE)
     - Passing in all subject areas

A cumulative college GPA of 2.75 or higher with at least 12 college credits from a regionally or nationally accredited school will be accepted in lieu of the high school GPA or GED® score requirement. College credit is defined as credit for courses that lead to a degree or program of study that leads to a degree.

3. Signed transcript release form for colleges and universities attended. The official transcripts for colleges or universities from which the student wishes to transfer credit, must be submitted within six weeks of the first day of class to remain enrolled.

   NOTE: Applicants educated outside the United States will have transcripts (both high school and college) evaluated by the Arizona International Credential Evaluators, Josel Silny and Associates, Inc., the Foreign Educational Document Service, or other agencies listed on the National Association of Credential Evaluation Services (NACES) website.

4. A composite score of 60% on the HESI A2 Admissions Exam. See “Admissions Testing” below.
5. Proof of United States citizenship, alien status, or legal residency. Driver’s licenses, passports, and birth certificates, combined with a government-issued document that contains a photograph of the applicant and or a green card (I-551), are the most common demonstrations of proof.
6. Passion Statement
7. Las Vegas students only: Proof of completion of the Nevada Constitution and US Constitution course only if all general education courses transferred.

ADMISSIONS TESTING

HESI A2: Prior to acceptance, each applicant must complete an exam consisting of five HESI Admission Assessment (A2) subtests:

- Anatomy and Physiology: 30-item exam. Provides coverage of general terminology and anatomical structures and systems. Recommended time: 25 minutes
- Reading Comprehension: 55-item exam. Reading scenarios that measure comprehension, including: identifying the main idea, finding meaning of words in context, passage comprehension, making logical inferences. Recommended time: 60 minutes
- Vocabulary and General Knowledge: 55-item exam. Contains basic vocabulary that is often used in health care fields. Recommended time: 50 minutes
- Math: 55-item exam. Focuses on math skills, including basic addition, subtraction, multiplication, fractions, decimals, ratio and proportion, household measures. Recommended time: 60 minutes
- Critical Thinking: This exam is intended to provide a brief “snapshot” of critical thinking ability in situations encountered in healthcare settings. A total score is reflective of abilities in four categories: problem-solving, biases and ethical dilemmas, and data/argument analysis.

Four hours are allotted to complete these subtests.

Preparation for the HESI A2: Resources for preparing for these exams are available on line, via mobile apps, and workbooks. In addition, staff-supported study groups and tutoring will be organized by the college as requested by the applicants.

HESI A2 Retesting Policies:

- For applicants enrolled prior to August 1, 2016, no retesting will be permitted.
- Applicants enrolled on or after August 1, 2016 are permitted a maximum of three (3) attempts to achieve the minimum score.
- 30 days are required between testing attempts.

LAPTOP REQUIREMENTS

All students in the BSN program are responsible for providing their own laptop for class use. Below are the hardware specifications:

- Wireless capability
- Intel or AMD Processor
- Windows 7.0 or above
- Anti-virus protection installed
- Microsoft Office software 2007 or higher
- 250 GB HDD
- Adobe Flash
- Silverlight
- 1 GB RAM

Nursing program is not offered at the Glendale campus.
II. REQUIREMENTS FOR PROGRESSION INTO THE CORE NURSING CURRICULUM (SEMESTER 5)

1. Academic Requirements

To advance from the General Education courses into the Core Nursing curriculum in semester 5, the student must meet the following GPA and grade requirements:

- Achieve a cumulative GPA of 2.75 or higher in the required general education and science courses (semesters 1-4)
- Achieve a "B" or higher in the five required science courses (Chemistry, Microbiology, Anatomy & Physiology I and II, and Pathophysiology)
- Achieve a "B" or higher in Math and Statistics
- Achieve a "C" or higher in all other general education courses

Students enrolled on or prior to July 31, 2016 will be required to complete the Test of Essential Academic Skills (TEAS) as a requirement for progression into the Core Nursing curriculum:

- Achieve a minimum score of 58.7% on the TEAS on the date the exam is scored. Retesting occurs as follows:
  - Maximum of three (3) attempts to achieve the minimum score of 58.7%
  - 30 days are required between testing attempts
  - A passing score must be achieved within 12 months prior to Semester 5 start date (e.g., Day 1 of the Core Nursing start date).

NOTE: Students enrolled on or prior to July 31, 2016 and whose HESI A2 composite score on the four academic subtests was 70% or higher will be exempt from taking the TEAS for progression into the Core Nursing curriculum. HESI A2 retakes will not be permitted.

Students enrolled on or prior to July 31, 2016 and whose HESI A2 composite score on the four academic subtests was 70% or higher will be exempt from taking the TEAS for progression into the Core Nursing curriculum. HESI A2 retakes will not be permitted.

Students enrolled on August 1, 2016 and going forward achieve a minimum composite score of 60% on the four academic subtests HESI A2 exam prior to or at the time of applying to the program. These students will not be required to take the TEAS.

2. Clearance, Immunization, and Insurance Requirements

Progression into the Core Nursing curriculum in semester 5 also requires completion of these requirements within these timeframes:

30 days prior to Day 1 of the Core Nursing start date:

- Clearance from the State Department of Public Safety as evidenced by a Level One Fingerprint Clearance card.

No earlier than 90 days prior to Day 1 of the Core Nursing start date:

- Completion of Health Clearance forms provided during the Health and Safety orientation. Note that some clinical partners require a physical exam every six months.
- Tuberculin Skin Test (2-step PPD) or negative chest X-ray report (if positive PPD) no earlier than 60 days prior to Day 1 of the core nursing start date

NOTE: Exceptions to the above standards must be approved by the Admissions Committee and the School of Nursing Dean.
**SCHEDULE OF COURSES**

**NURSING COURSES – REQUIRED GENERAL EDUCATION AND SCIENCE COURSES**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Semester Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 201</td>
<td>Natural Science – General: Human Anatomy/Physiology I (Lecture/Lab)</td>
<td>4</td>
</tr>
<tr>
<td>BIO 202</td>
<td>Natural Science – General: Human Anatomy/Physiology II (Lecture/Lab)</td>
<td>4</td>
</tr>
<tr>
<td>BIO 205</td>
<td>Natural Science – General: Microbiology (Lecture/Lab)</td>
<td>4</td>
</tr>
<tr>
<td>CHM 130/130L</td>
<td>Natural Science – Quantitative: Introductory Chemistry (Lecture/Lab)</td>
<td>4</td>
</tr>
<tr>
<td>ENG 101</td>
<td>First Year Composition</td>
<td>3</td>
</tr>
<tr>
<td>ENG 102</td>
<td>First Year Composition</td>
<td>3</td>
</tr>
<tr>
<td>ENG 215*</td>
<td>Critical Inquiry &amp; Literacy (Written Discourse): Academic Writing</td>
<td>3</td>
</tr>
<tr>
<td>PSC 101*</td>
<td>Introduction to American Politics</td>
<td>3</td>
</tr>
<tr>
<td>HCR 220</td>
<td>Organizational Systems &amp; Health: Health Systems and Technologies</td>
<td>3</td>
</tr>
<tr>
<td>HCR 230</td>
<td>Culture &amp; Health/Humanities: Cultural Diversity and Global Health</td>
<td>3</td>
</tr>
<tr>
<td>HCR 240</td>
<td>Humans Systems: Human Pathophysiology</td>
<td>4</td>
</tr>
<tr>
<td>MAT 151</td>
<td>Mathematical Studies: College Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>NTR 241</td>
<td>Human Systems: Human Nutrition</td>
<td>3</td>
</tr>
<tr>
<td>PSY 101</td>
<td>Social &amp; Behavioral Sciences: Human Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSY 230</td>
<td>Statistics/Quantitative Analysis: Statistics</td>
<td>3</td>
</tr>
<tr>
<td>PSY 240</td>
<td>Social &amp; Behavioral Sciences: Human Development</td>
<td>3</td>
</tr>
</tbody>
</table>

**GENERAL EDUCATION & SCIENCE COURSES SUBTOTAL** 50

*Nevada nursing students will be required to take PSC 101 in lieu of ENG 215.*
GENERAL EDUCATION AND SCIENCE COURSE REQUIREMENTS FOR NURSING PROGRAM

BIO 201
NATURAL SCIENCE – GENERAL: HUMAN ANATOMY/PHYSIOLOGY I
4 Credits
Study of structure and function of the human body. Topics include cells, tissues, integumentary system, skeletal system, muscular system, and nervous system.
Prerequisite: None

BIO 202
NATURAL SCIENCE – GENERAL: HUMAN ANATOMY/PHYSIOLOGY II
4 Credits
Continuation of structure and function of the human body. Topics include endocrine, circulatory, lymphatic, respiratory, digestive, urinary, and reproductive systems; and fluid and electrolyte balance.
Prerequisite: A grade of “C” or better in BIO201

BIO 205
NATURAL SCIENCE – GENERAL: MICROBIOLOGY
4 Credits
Study of microorganisms and their relationship to health, ecology, and related fields.
Prerequisite: None

CHM 130 / 130L
NATURAL SCIENCE – QUANTITATIVE: INTRODUCTORY CHEMISTRY
4 Credits
Elements of general chemistry, including lab.
Prerequisite: None

ENG 101
FIRST YEAR COMPOSITION
3 Credits
Emphasizes rhetoric and composition with a focus on expository writing and understanding writing as a process. Establishes effective college-level writing strategies.
Prerequisite: None

ENG 102
FIRST YEAR COMPOSITION
3 Credits
Emphasizes rhetoric and composition with a focus on persuasive, research-based writing and understanding writing as a process. Develops advanced college-level writing strategies.
Prerequisite: None

ENG 215*
CRITICAL INQUIRY & LITERACY
3 Credits
Advanced course in techniques of analyzing and writing academic expository prose. Writing to be research based.
Prerequisite: None

PSC 101*
INTRODUCTION TO AMERICAN POLITICS
3 Credits
A survey of national and state governments with emphasis on federal and state constitutions and the cultural aspects of the governing process. (Satisfies the legislative requirement for the United States and Nevada Constitutions.)
Prerequisite: None

HCR 220
ORGANIZATIONAL SYSTEMS & HEALTH: HEALTH SYSTEMS AND TECHNOLOGIES
3 Credits
Introduction to the social, political, and economic contexts of the nursing profession and health care systems in the United States.
Prerequisite: None

HCR 230
CULTURE & HEALTH/HUMANITIES: CULTURAL DIVERSITY & GLOBAL HEALTH
3 Credits
Relation between cultures of diverse groups and health/illness. Emphasis on cross-cultural communication, including awareness of own cultural influences and indigenous and complementary healing practices.
Prerequisite: None
GENERAL EDUCATION AND SCIENCE COURSE REQUIREMENTS FOR NURSING PROGRAM

HCR 240  
HUMANS SYSTEMS: HUMAN PATHOPHYSIOLOGY  
4 Credits  
Chemical, biological, biochemical, and psychological processes as a foundation for the understanding of alterations in health. The structural and functional pathophysiology of alterations in health.  
Prerequisite: BIO202

MAT 151  
MATHEMATICAL STUDIES: COLLEGE MATHEMATICS  
3 Credits  
Analysis and interpretation of the behavior and nature of functions including polynomial, rational, exponential, logarithmic, power, absolute value, and piecewise-defined functions, systems of equations, modeling, and solving real world problems.  
Prerequisite: None

NTR 241  
HUMAN SYSTEMS: HUMAN NUTRITION  
3 Credits  
Principles of human nutrition. Emphasis on health promotion and concepts for conveying accurate nutrition information in a professional setting.  
Prerequisite: CHM130

PSY 101  
SOCIAL & BEHAVIORAL SCIENCES: HUMAN PSYCHOLOGY  
3 Credits  
To acquaint the student with basic principles, methods and fields of psychology such as learning, memory, emotion, perception, physiological, developmental, intelligence, social and abnormal.  
Prerequisite: None

PSY 230  
STATISTICS/QUANTITATIVE ANALYSIS: STATISTICS  
3 Credits  
An introduction to basic concepts in descriptive and inferential statistics with emphasis upon application to psychology. Consideration is given to the methods of data collection, sampling techniques, graphing of data, and the statistical evaluation of data collected through experimentation.  
Prerequisite: None

PSY 240  
SOCIAL & BEHAVIORAL SCIENCES: HUMAN DEVELOPMENT  
3 Credits  
Human development from conception through adulthood. Includes: physical, cognitive, emotional and social capacities that develop at various ages.  
Prerequisite: None

*Nevada nursing students will be required to take PSC 101 in lieu of ENG 215.
# Nursing Upper Division Courses

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course</th>
<th>Classroom Contact Hours</th>
<th>Lab Contact Hours</th>
<th>Clinical Contact Hours</th>
<th>Semester Credit Hours</th>
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<td><strong>Semester 5</strong></td>
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<tr>
<td>NUR 211</td>
<td>Critical Thinking in Clinical Decision-Making</td>
<td>30</td>
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<tr>
<td>NUR 213</td>
<td>Ethics &amp; Legal Standards in Nursing Practice I</td>
<td>15</td>
<td>0</td>
<td>0</td>
<td>1</td>
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<tr>
<td>NUR 215/215L</td>
<td>Theoretical Foundation in Nursing Practice</td>
<td>30</td>
<td>60</td>
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<td>2/3</td>
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<tr>
<td>NUR 216</td>
<td>Health Assessment</td>
<td>30</td>
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<tr>
<td>NUR 218</td>
<td>Interprofessional Communications</td>
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<td><strong>SUBTOTAL</strong></td>
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<td>45</td>
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<tr>
<td>NUR 333</td>
<td>Ethics &amp; Legal Standards in Nursing Practice II</td>
<td>15</td>
<td>0</td>
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<td>1</td>
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<tr>
<td>NUR 334</td>
<td>Pharmacology I</td>
<td>30</td>
<td>0</td>
<td>0</td>
<td>2</td>
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<tr>
<td>NUR 335/335L</td>
<td>Maternal Health Theory &amp; Application</td>
<td>37.5</td>
<td>15</td>
<td>90</td>
<td>2.5/2.5</td>
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<tr>
<td>NUR 336/336L</td>
<td>Pediatric Health Theory &amp; Application</td>
<td>37.5</td>
<td>15</td>
<td>90</td>
<td>2.5/2.5</td>
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<tr>
<td>NUR 337</td>
<td>Evidence-Based Practice I</td>
<td>15</td>
<td>0</td>
<td>0</td>
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<tr>
<td>NUR 338</td>
<td>Leader in Quality &amp; Patient Safety I</td>
<td>15</td>
<td>0</td>
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<td><strong>SUBTOTAL</strong></td>
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<td><strong>Semester 7</strong></td>
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<tr>
<td>NUR 354</td>
<td>Pharmacology II</td>
<td>30</td>
<td>0</td>
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<td>2</td>
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<tr>
<td>NUR 355/355L</td>
<td>Acute &amp; Chronic Health Disruptions in Adult I</td>
<td>45</td>
<td>30</td>
<td>90</td>
<td>3/3</td>
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<tr>
<td>NUR 356/356L</td>
<td>Mental Health Theory &amp; Application</td>
<td>37.5</td>
<td>15</td>
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<td>2.5/2.5</td>
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<td>NUR 357</td>
<td>Evidence-Based Practice II</td>
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<td>NUR 358</td>
<td>Leader in Quality Care and Patient Safety II</td>
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<td><strong>SUBTOTAL</strong></td>
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<tr>
<td>NUR 423</td>
<td>Ethics &amp; Legal Standards in Nursing Practice III</td>
<td>15</td>
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<tr>
<td>NUR 425/425L</td>
<td>Acute &amp; Chronic Health Disruptions in Adult II</td>
<td>30</td>
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<td>112.5</td>
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<tr>
<td>NUR 426/426L</td>
<td>Community Health Nursing</td>
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<td>NUR 427</td>
<td>Evidence-Based Practice III</td>
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<td>0</td>
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<tr>
<td>NUR 428</td>
<td>Leader in Quality Care and Patient Safety III</td>
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<td>NUR 443</td>
<td>Transition to the Profession</td>
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<td>NUR 445/445L</td>
<td>Acute &amp; Chronic Health Disruptions III</td>
<td>37.5</td>
<td>15</td>
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<td>2.5/4.5</td>
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<td>NUR 446/446L</td>
<td>Capstone Seminar Project</td>
<td>15</td>
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<td>NUR 447</td>
<td>Evidence-Based Practice IV</td>
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<td>NUR 448</td>
<td>Leader in Quality Care and Patient Safety IV</td>
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<td><strong>SUBTOTAL</strong></td>
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<td><strong>TOTALS</strong></td>
<td></td>
<td>660</td>
<td>195</td>
<td>877.5</td>
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</tbody>
</table>
SEMESTER 5
NUR 211
CRITICAL THINKING IN CLINICAL DECISION-MAKING
This course introduces the learner to critical thinking, the use of reflection, and evaluation in order to recognize biases, fallacies, and prejudices in thinking and communicating. The student will learn to apply critical thinking skills as they relate to clinical reasoning and clinical decision-making in nursing. Critical thinking strategies will be applied in the nursing process approaches for safe practice in the current healthcare environment, and learning tactics necessary for success in the nursing program. This course forms the basis for the thinking processes applied throughout the nursing courses.

NUR 213
ETHICS & LEGAL STANDARDS IN NURSING PRACTICE I
The course is an introduction to ethical comportment and formation of effective communication in therapeutic use of self, the art and science of nursing. Foundations for baccalaureate nursing education and practice are addressed. The professional and regulatory mechanisms to ensure quality in nursing education and practice are examined as well as core documents that address ethical comportment in nursing. Nursing’s trajectory and evolution in knowing, thinking, and doing are emphasized. The role of critical thinking in development of clinical reasoning and decision-making is highlighted.

NUR 215/215L
THEORETICAL FOUNDATION IN NURSING PRACTICE
The focus of this course is on health promotion in a variety of community based settings with an emphasis on adults. Students will develop the skills of therapeutic communication, therapeutic use of presence, and the nursing process as a guide to effective thinking, clinical reasoning, and clinical decision-making. The student will develop basic psychomotor skill acquisition with application in adults.

NUR 216
HEALTH ASSESSMENT
This course covers basic skills students will need to function in the clinical setting. The focus is on the application of therapeutic communication to obtain a health history and skill acquisition to perform a comprehensive physical assessment. Building on knowledge from the arts and sciences students are expected to include in their assessments salient differences of: culture, race/ethnicity, and development of diverse populations across the lifespan. Additionally, students are expected to accurately document findings utilizing theory based on a prominent nursing theorist. Clinical role development within the interprofessional team is also examined. Practice and reflective integration of acquired skills and knowledge including clinical reasoning and ethical comportment and formation are explored.

NUR 218
INTERPROFESSIONAL COMMUNICATIONS
This course will examine the key processes of communication, cooperation, coordination and collaboration in the context of interprofessional teamwork and collaborative practice to promote patient-centered and team-based health care.

SEMESTER 6
NUR 333
ETHICS & LEGAL STANDARDS IN NURSING PRACTICE II
The course will emphasize progressive transformation to professional nurse with an emphasis on core concepts of professionalism and developing a voice for advocacy. Exploration of nurse roles and skills of engagement, as provider of care/designer/manager/coordinator of care and member of the profession will be addressed. Understanding the central role of health literacy in advancing quality and safe care and as source of empowerment will be included. Use of critical reflection, clinical reasoning, and reflection and mindfulness in nursing practice will be threaded throughout the course.

NUR 334
PHARMACOLOGY I
This course explores the pharmacotherapeutics for commonly occurring health problems and the nursing roles and responsibilities for safe medication administration and management of pharmacotherapeutics. This course builds on the foundation of the science and theory of anatomy and physiology and human pathology for clinical reasoning and decision making in the safe administration, monitoring and evaluation of drug therapy to people across the lifespan. In addition, the students will examine concepts of pharmacotherapeutics, pharmacodynamics, pharmacokinetics, adverse reactions, side effects, drug interactions, and contraindications for major classes of drugs and for prototype drugs within each class. Drugs for disorders and conditions of the nervous system, the immune system, the respiratory system and the reproductive system are included in this course.

NUR 335/335L
MATERNAL HEALTH THEORY & APPLICATION
The focus of this course will be the role of the professional nurse as it relates to maternal health and the newborn infant. The learner will use the nursing process in developing salience, understanding patient narrative and preferences, collaborating with the patient in developing and implementing patient centered care for health restoration. Emphasis is on the healthcare team and clinical reasoning and decision making. Integration of best practices and nursing interventions for the childbearing family in support of patient centered health promotion and restoration.

The clinical/laboratory portion of the course will give the student the opportunity to apply principles and information to the health care of the maternal/newborn in the acute care, community, and simulation lab settings. Health issues and nursing considerations will be considered throughout the clinical time.
NUR 336/336L
PEDIATRIC HEALTH THEORY & APPLICATION
The didactic portion of this course is devoted to the promotion, prevention, maintenance and restoration of health for infants, children, and adolescents. The course will enable the student to identify health concerns in the pediatric population and implement appropriate nursing interventions. Emphasis is placed on the growth and development as well as the psycho-social-cultural-familial influences on the health of the child.

The clinical/laboratory portion of the course will give the student the opportunity to apply principles and information to the health care of the child in the acute care, community and simulation lab settings. Health issues and nursing considerations will be considered throughout the clinical time.

NUR 337
EVIDENCE-BASED PRACTICE I
This course will provide foundational understanding of the fundamentals of evidence based practice. This course covers the basic elements of the research process. Emphasis is placed on each step of the research process, the characteristics of ethical research, and critical examination of research.

NUR 338
LEADERSHIP FOR QUALITY & PATIENT SAFETY I
The focus of this course is an introduction to knowledge and skills in leadership, quality improvement, and patient safety needed to provide high quality health care.

SEMESTER 7
NUR 354
PHARMACOLOGY II
This course explores the pharmacotherapeutics for commonly occurring health problems and the nursing roles and responsibilities for safe medication administration and management of pharmacotherapeutics. This course builds on the foundational knowledge developed in Pharmacology I in collaboration with science and theory of anatomy and physiology, human pathology for clinical reasoning, decision making in the safe administration, monitoring and evaluation of drug therapy to people across the lifespan. In addition, the students will examine concepts of pharmacotherapeutics, pharmacodynamics, pharmacokinetics, adverse reactions, side effects, drug interactions, and contra indications for major classes of drugs and for prototype drugs within each class. Drugs for disorders and conditions of the cardiovascular and urinary Systems, the gastrointestinal system, the endocrine system, the integumentary system, eyes and ears, as well as mental health are included in this course.

NUR 355/355L
ACUTE & CHRONIC HEALTH DISRUPTION IN ADULT I
This introductory course establishes the role of the professional nurse in developing salience, understanding patient narrative, and preferences, while collaborating with the patient in developing and implementing patient-centered care for chronic conditions. Emphasis is on identification of salient evidence, nursing interventions within the interdisciplinary healthcare team, and clinical reasoning and decision making.

The clinical/laboratory portion of the course will give the student the opportunity to apply principles and information to the health care of adult with chronic conditions in the acute care, community, and simulation lab settings. Health issues and nursing considerations will be considered throughout the clinical time.

NUR 356/356L
MENTAL HEALTH THEORY & APPLICATION
This course introduces nursing concepts related to psychiatric/mental health. The unique needs of clients with mental-health issues are explored. Building on the foundation of previous nursing courses and the nursing process, the student will examine client responses to stressors across the life span. Tasks of biological-behavior concepts in psychiatric nursing care, and cultural impacts will be addressed.

The clinical/laboratory portion of the course will give the student the opportunity to apply principles and information to the health care of the Mental Health Patient in the acute care, community, and simulation lab settings. Health issues and nursing considerations will be considered throughout the clinical time.

NUR 357
EVIDENCE-BASED PRACTICE II
The focus of this course is on the research process and the use of evidence as integral components of professional nursing. The learner will review the types of research methodology and the steps in the research process. Selected research findings are utilized in exploring nursing care alternatives. By the end of the course the learner will identify a practice problem and establish a PICO(T) formatted question.

NUR 358
LEADERSHIP FOR QUALITY & PATIENT SAFETY II
Building upon previous knowledge this course will provide the overview of the basic steps in using a model for improvement. Examination of culture versus process change and identification of the role of culture change in the success of quality improvement initiatives. Exploration of human factors issues involved in health care situations and using human factors principles to design safer systems of care.
SEMESTER 8

NUR 423
ETHICS & LEGAL STANDARDS IN NURSING PRACTICE III

In this course the learner will further develop ethical comportment through analysis of the impact of policy and regulation on the care of patients, families, and communities. Emphasis will be placed on social justice in healthcare including concerns with access, affordability, genomics and connections with the community. Through clinical reasoning, exploration of local, national, and global issues will inform decisions about advocacy, promotion of quality and safety, and meeting the needs of vulnerable populations.

NUR 425/425L
ACUTE & CHRONIC HEALTH DISRUPTION IN ADULT II

This course emphasizes nursing care for adults experiencing acute illness while also coping with significant chronic illnesses. The learner will further develop knowledge of the role of the professional nurse in developing salience, understanding patient narrative, and preferences, while collaborating with the patient in developing and implementing patient-centered care for acute conditions.

The clinical/laboratory portion of the course will give the student the opportunity to apply principles and information to the health care of the acutely ill adult patient in the acute care, community, and simulation lab settings. Health issues and nursing considerations will be considered throughout the clinical time.

NUR 426/426L
COMMUNITY HEALTH NURSING

This course focuses on community as client and the role of the community/public health nurse in analytical community assessment, community collaboration and partnership, cultural competence, and care coordination emphasizing the well-being of populations diverse in sociodemographic and geographic boundaries. Students integrate knowledge from nursing theory and evidenced-based practice to analyze, implement, and evaluate population-focused healthcare interventions for the purpose of health promotion and disease prevention.

The clinical/laboratory portion of the course will give the student the opportunity to apply principles and information to the health care of the patient in the community and simulation lab settings. Health issues and nursing considerations will be considered throughout the clinical time.

NUR 427
EVIDENCE-BASED PRACTICE III

The focus of this course is critical appraisal and synthesis of best available evidence. This course introduces the application to scholarship in clinical practice. Students learn to be consumers of research through a review of the literature, critique of research, and identification of methods appropriate to study specific practice-related problems. The course applies concepts to clinical research, evidence-based practice, and quality improvement.

SEMESTER 9

NUR 428
LEADERSHIP FOR QUALITY & PATIENT SAFETY III

In this course the learner will focus on fundamentals of measurement for improvement and how quality improvement works in health care settings. Including hands on use of essential tools for improvement such as introduction to the steps in systematic response to error (root cause analysis) and its role in improving health care.

NUR 443
TRANSITION TO THE PROFESSION

The learner will implement Benner’s ‘acting like a nurse’ from novice to beginning generalist and use of reflective practice to advance professional growth. This course will discuss factors influencing the role of the nurse and the relationship to formation and ethical comportment. Students will examine their career trajectory, goal setting, and continuing education and its relationship to quality and safe patient care. An emphasis on challenges and strategies for success in transition to becoming a professional nurse will be examined.

NUR 445/445L
ACUTE & CHRONIC HEALTH DISRUPTION IN ADULT III

In this course the learner will build on previous knowledge to develop a deeper understanding of the knowledge, science, and theory of the high acuity patient with complex and multi system diagnosis. This information will be used as a basis for clinical reasoning and decision making to deliver safe quality care. Learners will examine concepts related to patient and family centered care, palliative care, and a team approach deliver care to patients with multisystem alterations.

The clinical/laboratory portion of the course will give the student the opportunity to apply principles and information to the health care of the critically ill adult patient in the acute care, community, and simulation lab settings. Health issues and nursing considerations will be considered throughout the clinical time.

NUR 446/446L
CAPSTONE SEMINAR PROJECT

This course builds on the previous learning related to holistic patient care across the lifespan with an emphasis on patients with complex healthcare needs. The student engages in academic endeavors that reflect evaluation, synthesis, and application of concepts and nursing issues studied throughout the program. Application of educational experience to professional growth and contribution to the nursing profession is emphasized. Students will demonstrate critical thinking in the development and implementation of comprehensive plans of care. Students integrate principles of advocacy, collaboration, coordination, and evidence-based care to meet the complex needs of clients during clinical experiences. The capstone course provides students with an opportunity to reflect on knowledge and experience gained during the educational process. The course will provide students with practical knowledge to improve their performance in their role as a nurse, as well as the profession as a whole.
NUR 447
EVIDENCE-BASED PRACTICE IV
This course focuses on integration of reliable evidence from multiple ways of knowing to inform practice and implement best practices to ensure optimal patient outcomes. Utilizing knowledge of the research process, the student completes a research project based on an identified nursing problem.

NUR 448
LEADERSHIP FOR QUALITY & PATIENT SAFETY IV
The emphasis of this course will be on information management, health care technological innovation, and the complexity of health care systems. Quality and safety in health care through system effectiveness and individual performance will be a concentration of this course. The learner will incorporate interprofessional collaboration competencies needed to deliver safe patient-centered care and team-based care within a caring environment; becoming an effective member of the healthcare team; leading, working with and following; shifting roles within the interprofessional team to enhance quality care and patient safety; organizations, management and leadership in an interprofessional team.
ADMISSION POLICIES

Arizona College admits only persons who have a high school diploma, or its recognized equivalent, or persons who are beyond the age of compulsory school attendance. An admissions officer interviews each applicant and orients the applicant to the college’s specific requirements. Each applicant must successfully complete an entrance examination.

An initial interview with an admissions officer is required. It is preferable that spouse or parents also attend this interview, giving them an opportunity to ask specific questions relating to the College and its programs. The following items and topics are covered at the time of an interview and completed at the time of admission:

1. Student application
2. High School Diploma/High School Equivalency Verification Statement
3. Passing score on Evaluation test
4. Enrollment Agreement/financial arrangements

When the above requirements are satisfactorily met, the Campus Director sends a letter of acceptance to the applicant. The College reserves the right to reject a student previously accepted if the required items listed above are not completed or received as understood.

All students will complete a High School Diploma/High School Equivalency Verification/Attestation at time of enrollment. This signed statement will serve as verification that the student has completed the educational requirement for admission to the College.

Admission to Arizona College does not imply admission to a specific program. Nursing and Healthcare Administration will require additional criteria for admission.

CREDIT FOR PRIOR LEARNING

For students enrolling at Arizona College, credit for courses or degrees completed at another institution will be reviewed by the program director or Manager of the corresponding program. These courses or degrees must be similar in content and duration to those offered in the program for which an applicant has applied. To grant such credit, Arizona College must receive official transcripts from the previous institution, and it is the student’s responsibility to provide the official transcript prior to the commencement of the course.

Arizona College requires that, at a minimum, a student complete the final 50% of credit hours of a program through Arizona College. The student wanting to transfer credits will be notified in writing about any credits accepted.

It may be necessary for students to forfeit some previously earned credit in the transfer process since college philosophies, objectives and programs may vary and change from year to year. Therefore, Arizona College makes no blanket statement or promise of acceptance of credits from any other institution.

Transfer of Credits to Arizona College

- The institution that the student wishes to transfer credits from must be accredited by an agency recognized by the United States Department of Education (USDE) or the Council for Higher Education Accreditation (CHEA).
- Transfer credit is granted only for courses in which a letter grade of “C” or higher was earned and the following time requirements are met:
  - Allied Health Core curriculum courses with a lab component must have been completed within two years of starting classes at Arizona College. This includes credits earned from Arizona College.
  - Allied Health Core curriculum courses without lab components must have been completed within five years of starting classes at Arizona College. This includes credits earned from Arizona College.
  - Non-science related general education courses must have been completed within 10 years of starting classes at Arizona College.
  - Science and math related general education courses must have been completed within five years of starting classes at Arizona College.
• Arizona College does not offer credit for advanced placement classes or life experience.
• Official transcripts must be received from the former institution prior to a student’s first Term or no transfer credits are officially granted for that term.
• Course descriptions from a former institution’s catalog are analyzed and credit is accepted for those successfully completed courses that parallel course content and duration of Arizona College courses. Courses in a student’s major must meet the same general course objectives as Arizona College courses.

Transfer of Credits from Arizona College
Students who are interested in continuing their education at an institution other than Arizona College should first inquire at the institution they plan to attend to determine credits and requirements needed for entrance to that institution. Transferability of credits is at the discretion of a receiving institution. Arizona College cannot assure transfer of credit; however, Arizona College has entered into articulation agreements with some local colleges and universities for certain programs. Students should contact the Campus Director for specific information. Arizona College credits are not designed to transfer.

OFFICIAL TRANSCRIPTS
An official transcript and a diploma are provided to students and graduates one time free of charge. Additional transcripts or diplomas carry a $10 service fee.

Veteran Transfer of Credits
A Veterans Administration benefit recipient is required to report all previous education and training to Arizona College. The College evaluates the information and grants appropriate credit with training time and tuition reduced proportionally. The veteran student and the Veterans Administration are notified.

College Level Examination Program
The CLEP is a College Board testing program delivered by colleges and universities throughout the United States that offers exams in the areas of Social Science, Business, Mathematics, Technology, Humanities, and Physical Science.

For more information about where students want to take CLEP examinations students should inquire at: http://clep.collegeboard.org/

Students will receive their official score report for all CLEP exams immediately following the completion of the exam except for College Composition with Essay. Students should allow at least 3 weeks to receive the results from the College Composition with Essay exam. Official results are mailed from CLEP® directly to Arizona College if it was indicated at the time of the test as the college of attendance.

TUITION AND FEES
The Application fee for the nursing program will now be referred to as the registration fee.

Medical Assistant with Phlebotomy
Pharmacy Technician
Health Information Specialist
Health Care Administration

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Not Included in Tuition:
Registration Fee $25
White Shoes $65 prices may vary
Watch with a second hand $20 prices may vary

Massage Therapy

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Not Included in Tuition:
Registration Fee $25
White Shoes $65 prices may vary

Dental Assistant

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Not Included in Tuition:
Registration Fee $25
White Shoes $65 prices may vary
Watch with a second hand $20 prices may vary

Nursing, BSN

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Not Included in Tuition:
Application Fee $49
Resource Fee $442 per semester

Estimated Variable Costs (These costs are excluded and subject to change. Additional costs may be incurred.)

| Fingerprint Clearance | $67 |
| Physical Exam & Immunizations | $200 |
| Drug Screen | $40 |
| Background Clearance | $50 |
| HESI Testing | $44 |
| Student Liability Insurance | $39 |
| Nursing Licensure (inc. NCLEX) | $200-550 |
| TEAS Exam | $109 |

* Actual cost is dependent on the student’s insurance and medical status.
The cost of two sets of uniforms, laboratory supplies, textbooks, CPR training, and stethoscopes kits are covered by Arizona College.

Important Deadlines to Remember for Progression into the Core Nursing Curriculum:

• TEAS Test Deadline: First attempt is 75 days before selected cohort
• Application Deadline: 60 days before selected cohort

New Student Orientation: Two-day orientation during first two days of the semester.

Uniforms (2 sets), laboratory fees, books, CPR training, supplies, and stethoscope kit are included.

Allied Health

Students attending less than Full-Time (12 credit hours) will be charged a pro-rated tuition rate. For example, the Pharmacy Technician program is $5,166 per term. Students attending more than 12 credit will not be charged more than the per-term rate.

If a student took 3 credit hours the student would be charged:

$5,166 x 3/12 = $1,291.50

Nursing

Students are charged $708 per credit hour regardless of their enrollment status (ex. Full-time or Part-time).

If a student took 3 credit hours the student would be charged:

$708 x 3 = $2,124

Resource fee $332
Total term cost $2,284

TRANSFER FEES

Active students who wish to transfer to a program that is lesser in Academic Length will be required to pay a $100 Transfer Fee. This fee cannot be charged to the student account and must be paid in full before the transfer can take place.

Estimates of indirect living costs can be obtained from the Financial Aid Office.

ARIZONA REFUND POLICY

Registration Fee Policy For Cancels

A. If a student cancels their enrollment within three (3) business days for any reason, all monies shall be refunded. If a student withdraws from a program after the cancellation period but before classes convene, all monies in excess of the $25.00 registration fee shall be refunded. The $25.00 charge is made for the expense of application processing. Should an applicant’s application be rejected by the College, the $25.00 registration fee or the $100 application for nursing will be returned to the applicant.

B. If a student reschedules his/her start date or program after the first three (3) business days, a rescheduling fee of $25.00 is assessed.

Tuition Refund Policy for Withdrawals

A. If a student cancels this agreement within three (3) business days from the date of this agreement (excluding Saturday, Sunday, and federal or State Holidays) for any reason, all monies shall be refunded. If a student withdraws from the program after the cancellation period but, before class convenes, all monies in excess of the $25.00 registration fee shall be refunded. The $25.00 charge is made for the expense of processing the student. Should a student’s application be rejected by the College, the $25.00 registration fee will be returned to the applicant.

B. If the student reschedules his/her start date or program within the first three (3) business days of the cancellation period, a rescheduling fee of $25.00 will be assessed.

C. If a student withdraws from the program within ten percent (10%) of the start of the term, the tuition charge plus one hundred dollars ($100).

D. If a student withdraws from the program within twenty percent (20%) of the start of the term, the tuition charge shall be thirty percent (30%) of the per term charge plus one hundred dollars ($100).

E. If a student withdraws from the program within fifty percent (50%) of the start of the term, the tuition charge shall be seventy five percent (75%) of the per term charge plus one hundred dollars ($100).

F. If a student completes more than fifty percent (50%) of his/her term, he/she is not entitled to any refund and is obligated for the full contract price of the term.

G. Refunds, if any, other than those covered by the Cancellation Notice, will be paid within forty five (45) days of written withdraw, the last day of attendance, or the date the last day of attendance was determined.

H. Title IV Funds for withdrawals will be in accordance with all federal statutes and rules.

I. Refund calculation is for tuition only and does not include registration or uniform fees incurred.

NEVADA REFUND POLICY

Cancellation and Reschedules

A. If a student cancels his or her enrollment within 3 business days of enrolling, and before the start of the course, Arizona College shall refund to the student all the money the student has paid.

B. If a student cancels his or her enrollment after 3 business days of enrolling, and before the start of the course, Arizona College shall refund to the student all the money the student has paid, minus the registration fee (not to exceed the lesser of $150 or 10% of the tuition agreed upon in the enrollment agreement).

C. If a student cancels his or her enrollment after the third week of class, Arizona College shall refund to the student all the money the student has paid, minus the registration fee (not to exceed the lesser of $150 or 10% of the tuition agreed upon in the enrollment agreement).

D. Should a student’s application be rejected by the College, the registration fee will be returned to the applicant.

E. If the student reschedules his/her start date or course after the first three (3) business days of the cancellation period, a rescheduling fee of $25.00 will be assessed.
Withdrawals and Terminations

The period of a student’s attendance will be measured from the first day of instruction as set forth in the enrollment agreement through the student’s last day of actual attendance, regardless of absences. The period of time for a training program is the period set forth in the enrollment agreement. Tuition will be calculated using the tuition and fees set forth in the enrollment agreement and does not include books, educational supplies or equipment that is listed separately from the tuition and fees.

A. If a student withdraws or is expelled by Arizona College after the start of the program and before the completion of more than 60 percent of the program, Arizona College will refund to the student the pro rata amount of the tuition agreed upon in the enrollment agreement, minus 10 percent of the tuition agreed upon in the enrollment agreement or $150, whichever is less.

B. If a student completes more than sixty percent (60%) of his/her term, he/she is not entitled to any refund and is obligated for the full contract price of the term.

C. Treatment of Title IV Funds when a student withdraws will be in accordance with all federal statutes and rules regarding Title IV Funds.

D. Refund calculation is for tuition only and does not include registration or uniform fees incurred. Books, educational supplies or equipment for individual use are not included in this policy for refund, and a separate refund must be paid by Arizona College to the student if those items were not used by the student.

Disputes must be resolved by Arizona College for refunds on a case-by-case basis.

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

F. If a refund is owed, Arizona College shall pay the refund to the person or entity who paid the tuition within 15 calendar days after the: (a) Date of cancellation by a student of his enrollment; (b) Date of termination by Arizona College of the enrollment of a student; (c) Last day of authorized leave of absence if a student fails to return after the period of authorized absence; or (d) Last day of attendance of a student, whichever is applicable.

TEXAS CANCELLATION POLICY

A full refund will be made to any student who cancels the enrollment contract within 72 hours (until midnight of the third day excluding Saturdays, Sundays and legal holidays) after the enrollment contract is signed. A full refund will also be made to any student who cancels enrollment within the student’s first three scheduled class days, except that the school may retain not more than $100 in any administrative fees charged, as well as items of extra expense that are necessary for the portion of the program attended and stated separately on the enrollment agreement.

TEXAS REFUND POLICY

A. Refund computations will be based on scheduled course time of classes through the last documented day of an academically related activity. Leaves of absence, suspensions and school holidays will not be counted as part of the scheduled class attendance.

B. The effective date of termination for refund purposes will be the earliest of the following: (a) the date of termination, if the student is terminated by the school; (b) the date of receipt of written notice from the student; or (c) ten school days following the last date of attendance.

C. If tuition and fees are collected in advance of entrance, and if after expiration of the 72 hour cancellation privilege the student does not enter school, not more than $100 in any administrative fees charged shall be retained by the school for the entire residence program or synchronous distance education course.

D. If a student enters a residence or synchronous distance education program and withdraws or is otherwise terminated, the school or college may retain not more than $100 in administrative fees charged for the entire program. The minimum refund of the remaining tuition and fees will be the pro rata portion of tuition, fees, and other charges that the number of hours remaining in the portion of the course or program for which the student has been charged after the effective date of termination bears to the total number of hours in the portion of the course or program for which the student has been charged on the effective date of termination. (More simply, the refund is based on the precise number of course time hours the student has paid for, but not yet used, at the point of termination, up to the 75% completion mark, after which no refund is due.)

E. Refunds for items of extra expense to the student, such as books, tools, or other supplies are to be handled separately from refund of tuition and other academic fees. The student will not be required to purchase instructional supplies, books and tools until such time as these materials are required. Once these materials are purchased, no refund will be made. For full refunds, the school can withhold costs for these types of items from the refund as long as they were necessary for the portion of the program attended and separately stated in the enrollment agreement. Any such items not required for the portion of the program attended must be included in the refund.

F. A student who withdraws for a reason unrelated to the student’s academic status after the 75 percent completion mark and requests a grade at the time of withdrawal shall be given a grade of “incomplete” and permitted to re-enroll in the course or program during the 12-month period following the date the student withdrew without payment of additional tuition for that portion of the course or program.

G. A full refund of all tuition and fees is due and refundable in each of the following cases: (a) an enrollee is not accepted by the school; (b) if the course of instruction is discontinued by the school and this prevents the student from completing the course; or (c) if the student’s enrollment was procured as a result of any misrepresentation in advertising, promotional materials of the school, or representations by the owner or representatives of the school.

A full or partial refund may also be due in other circumstances of program deficiencies or violations of requirements for career schools and colleges.
Refund Policy for Students Called to Active Military Service
A student of the school or college who withdraws from the school or college as a result of the student being called to active duty in a military service of the United States or the Texas National Guard may elect one of the following options for each program in which the student is enrolled:

- if tuition and fees are collected in advance of the withdrawal, a pro rata refund of any tuition, fees, or other charges paid by the student for the program and a cancellation of any unpaid tuition, fees, or other charges owed by the student for the portion of the program the student does not complete following withdrawal;
- a grade of incomplete with the designation “withdrawn-military” for the courses in the program, other than courses for which the student has previously received a grade on the student’s transcript, and the right to re-enroll in the program, or a substantially equivalent program if that program is no longer available, not later than the first anniversary of the date the student is discharged from active military duty without payment of additional tuition, fees, or other charges for the program other than any previously unpaid balance of the original tuition, fees, and charges for books for the program; or
- the assignment of an appropriate final grade or credit for the courses in the program, but only if the instructor or instructors of the program determine that the student has:
  - satisfactorily completed at least 90 percent of the required coursework for the program; and
  - demonstrated sufficient mastery of the program material to receive credit for completing the program.

The payment of refunds will be totally completed such that the refund instrument has been negotiated or credited into the proper account(s) within 60 days after the effective date of termination.

STUDENT FINANCIAL ASSISTANCE

As an accredited institution, and an institution under agreement with the U.S. Department of Education, the College is eligible to participate in a variety of student financial aid programs. The College is committed to providing its students the most advantageous financial aid package the student’s eligibility allows.

General Student Aid Eligibility
Eligibility for most federal student aid is based on financial need and on several other factors.

The most basic eligibility requirements to receive federal student aid are the following:

- be a U.S. citizen or an eligible noncitizen,
- have a valid Social Security number,
- register with the Selective Service, if you’re a male between the ages of 18 and 25,
- maintain satisfactory academic progress, and
- show qualification to obtain a postsecondary education by
  - having a high school diploma or General Educational Development (GED) certificate or
  - completing a high school education in a home-school setting approved under state law.

Types of Aid Available

Federal Pell Grant
Type of Aid: Grant; does not have to be repaid
Description: Pell is awarded to students who have a financial need as determined by the U.S. Department of Education standards. Pell Grants are awarded usually only to undergraduate students who have not earned a bachelor’s or a professional degree. You may receive less than the maximum award depending not only on your financial need, but also on your costs to attend school, your status as a full-time or part-time student, and your plans to attend school for a full academic year or less. Beginning with the 2012-2013 award year, you can only receive a Pell Grant for up to a maximum of 12 semesters or the equivalent.
Eligibility: $400 - $5,645

Federal Supplemental Educational Opportunity Grant (FSEOG)
Type of Aid: Grant; does not have to be repaid
Description: For undergraduates with exceptional financial need; Federal Pell Grant recipients take priority; funds depend on availability at school.
Eligibility: $100 - $4,000

Direct Subsidized/Unsubsidized Loan
Type of Aid: Loan; must be repaid with interest
Description: For undergraduate students; U.S. Department of Education pays interest while borrower is in school for subsidized; student must be attending at least half-time and have financial need; 6.8% rate; upon separation from the college borrower is responsible for all interest; student must be enrolled at least half-time; financial need is not required for unsubsidized.
Eligibility: $3,500 - $5,500, depending on grade level

Federal Supplemental Educational Opportunity Grant (FSEOG)
Type of Aid: Grant; does not have to be repaid
Description: For undergraduates with exceptional financial need; Federal Pell Grant recipients take priority; funds depend on availability at school.
Eligibility: $100 - $4,000

Direct PLUS Loan
Type of Aid: Loan; must be repaid with interest
Description: For parents of dependent undergraduate students and for graduate and professional students; student must be enrolled at least half-time; financial need is not required; Unsubsidized: Borrower is responsible for all interest; 7.9% rate
Eligibility: Maximum amount is cost of attendance minus any other financial aid student receives; no minimum amount.
Institutional Retail Installment Contract

**Type of Aid:** Payment Plan: must be repaid with interest

**Description:** Students who are not eligible to cover the cost of their education with Federal Student Aid can make payments to the institution for the difference. Payments begin after graduation and a 12% annual interest rate is applied.

**Eligibility:** $5,000 limit for Diploma programs and $10,000 limit for Degree programs

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<th>Loan Type</th>
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**Terms and Conditions – Direct Stafford Loans**

The Federal Loan programs provide funds to undergraduate and graduate students to assist them in meeting their educational expenses. To qualify for Federal Loan program funds, the student must meet the eligibility requirements for Federal Student Aid. Students must be enrolled at least half-time during the period of enrollment to retain their eligibility for DL program funds. Students whose enrollment status is below half-time are not eligible for DL program funds. If eligibility is lost due to being enrolled less than half-time, a student can regain eligibility if enrolled at least half-time during a subsequent period of enrollment.

**How to Apply**

You can complete the Free Application for Federal Student Aid (FAFSA) at www.fafsa.gov. Follow these easy steps to simplify the process of applying for federal student aid.

1. Gather the documents needed to apply. For example, you’ll need:
   - income tax returns (yours and sometimes your parents),
   - W-2 forms, and other records of income, and
   - identification documents (social security cards, driver’s licenses).

The FAFSA is used to apply for federal financial aid (grants, work-study, and loans). You’ll need a PIN to “sign” your online FAFSA, make corrections to the application, and more. If you are a dependent student, your parent will need one too.

**Method and Frequency of Aid Disbursements**

Financial aid is awarded based on an academic year as defined on a program-by-program basis at the institution. Disbursement of aid varies by the type of assistance.

The Federal Pell & SEOG Grants, Stafford loans, and Plus loans for those who qualify, will be paid to the student’s account during each payment period or term. (e.g., Terms – three terms and Semesters – two terms). Once tuition and fee obligations charged by the institution have been met, the student may receive the excess amount of federal student aid that creates a credit on the account.

Satisfactory Academic Progress

Students are required to maintain Satisfactory Academic Progress while enrolled at Arizona College. Failure to maintain Satisfactory Academic Progress could result in ineligibility for federal student aid. The Satisfactory Academic Progress information is contained in the Scholastic Standards section of the catalog.

**Repayment Terms of Stafford Loans**

Your loan servicer, the organization that handles billing you for your loan, will provide you with information about repayment and your repayment start date. Our National Student Loan Data System can tell you who your loan servicer is. You can visit the servicer’s website or call them to find out how to make payments. It is very important that you make your full loan payment on time either monthly or according to your repayment schedule. If you don’t, you could end up in default, which has serious consequences.

The U.S. Department of Education’s National Student Loan Data System (NSLDS) provides information on your federal loans including loan types, disbursed amounts, outstanding principal and interest, and the total amount of all your loans. To access NSLDS, go to www.nslds.ed.gov.

In some cases, you might be able to reduce your interest rate if you sign up for electronic debiting.

After you graduate, leave school, or drop below half-time enrollment, you have a period of time called a grace period before you begin repayment. The grace period is six-months for a Federal Stafford Loan.

You have a choice of several repayment plans that are designed to meet the different needs of individual borrowers. The amount you pay and the length of time to repay your loans will vary depending on the repayment plan you choose.

If you’re having trouble making payments on your loans, contact your loan servicer as soon as possible. Your servicer will work with you to determine the best option for you. Options include:

- Changing repayment plans.
- Requesting a deferment – If you meet certain requirements, a deferment allows you to temporarily stop making payments on your loan.
- Requesting a forbearance – If you don’t meet the eligibility requirements for a deferment but are temporarily unable to make your loan payments, then (in limited circumstances) a forbearance allows you to temporarily stop making payments on your loan, temporarily make smaller payments, or extend the time for making payments.

If you stop making payments and don’t get a deferment or forbearance, your loan could go into default.

If you default, it means you failed to make payments on your student loans according to the terms of your promissory note, the binding legal document you signed at the time you took out your loan. In other words, you failed to make your loan payments as scheduled. Your school, the financial institution that made or owns your loan, your loan guarantor, and the federal government all can take action to recover the money you owe. Here are some consequences of default:
• National credit bureaus can be notified of your default, which will harm your credit rating, making it hard to buy a car or a house. 
• You will be ineligible for additional federal student aid if you decide to return to school. 
• Loan payments can be deducted from your paycheck. 
• State and federal income tax refunds can be withheld and applied toward the amount you owe.
• You will have to pay late fees and collection costs on top of what you already owe. 
• You can be sued.

Sample Standard Repayment Schedule

<table>
<thead>
<tr>
<th>Loan Amount</th>
<th>$9,500</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interest Rate</td>
<td>6.8%</td>
</tr>
</tbody>
</table>

**Repayment Summary**

<table>
<thead>
<tr>
<th>Months in Repayment</th>
<th>$109.33</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Interest Payment</td>
<td>$3,619.60</td>
</tr>
<tr>
<td>Total Loan Payment</td>
<td>$13,119.60</td>
</tr>
</tbody>
</table>

**General conditions and terms for work-study**

Federal work-study is awarded to students who have financial need and who have indicated an interest in work-study on their Free Application for Federal Student Aid (FAFSA). Arizona College work-study is awarded on a first come first serve basis to students.

Prior to beginning work, all work-study students must complete a payroll authorization, I-9 form, W-4 and sign a terms and conditions form and then be approved by the Financial Aid Office.

As a work-study employee, students may have access to documents, files, and records that are protected under the Privacy Act of 1974. Students are prohibited from sharing information obtained while at work. Failure to adhere to this Act will be cause for termination and loss of eligibility to receive future work-study awards.

Employees must report to work on time and work the agreed-upon hours. Employees must inform the supervisor if they cannot report to work or will be late. Work-study employees must avoid excessive absenteeism.

**Exit Stafford Loan Counseling**

When a student loan borrower ceases at least half-time enrollment at Arizona College, the student must complete exit loan counseling. At the time of exit loan counseling the student will be provided the federal publication, “EXIT COUNSELING GUIDE FOR FEDERAL STUDENT LOAN BORROWERS.” Also, students will sign the “Borrower’s Rights and Responsibilities” form included in this publication.

**Treatment of Title IV Aid When a Student Withdraws**

Arizona College will comply with the federal regulation in the determination of the amount of Title IV program assistance that you earn if you withdraw from school. The Title IV programs that Arizona College participates in and that are covered by federal law are:

• Pell Grants
• Stafford Loans
• PLUS Loans
• Supplemental Educational Opportunity Grants (FSEOG)

When you withdraw during your payment period without having completed at least one class the amount of Title IV program assistance that you have earned up to that point is determined by a specific formula. If you received (or your school or parent received on your behalf) less assistance than the amount that you earned, you may be able to receive those additional funds. If you received more assistance than you earned, the excess funds must be returned by the school and/or you.

The amount of assistance that you have earned is determined on a pro-rata basis. For example, if you completed 30% of your payment period or period of enrollment, you earn 30% of the assistance you were originally scheduled to receive. If you do not begin attendance in all classes in a payment period, the amount of your Pell grant may have to be re-calculated.

If you did not receive all of the funds that you earned, you may be due a post-withdrawal disbursement. If your post-withdrawal disbursement includes loan funds, your school must get your permission before it can disburse them. You may choose to decline some or all of the loan funds so that you don’t incur additional debt. Arizona College may automatically use all or a portion of your post withdrawal disbursement of grant funds for tuition. Arizona College will request your permission to use the post-withdrawal grant disbursement for any other school charges. If you do not give your permission, you will be offered the funds.

There are some Title IV funds that were scheduled to receive that cannot be disbursed to you once you withdraw because of other eligibility requirements. For example, if you are a first-time, first-year undergraduate student and you have not completed the first 30 days of your program before you withdraw, you will not receive any Direct loan funds that you would have received had you remained enrolled past the 30th day.

If you or Arizona College receives (on your behalf) excess Title IV program funds that must be returned, Arizona College must return a portion of the excess equal to the lesser of your institutional charges multiplied by the unearned percentage of your funds, or the entire amount of excess funds.

If Arizona College is not required to return all of the excess funds, you must return the remaining amount. Any loan funds that you must return, you (or your parent for a PLUS Loan) repay in accordance with the terms of the promissory note. That is, you make scheduled payments to the holder of the loan over a period of time.

Any amount of unearned grant funds that you must return is called an overpayment. The maximum amount of a grant overpayment that you must repay is half of the grant funds you received or were scheduled to receive. You must make arrangements with your school or the Department of Education to return the unearned grant funds.

Arizona College must return Title IV funds to the programs as applicable, in the following order, up to the net amount disbursed from each source:

• Unsubsidized Direct Stafford loans
• Subsidized Direct Stafford loans
• Supplemental Educational Opportunity Grants
• PLUS loans
• Pell Grants

The requirements for Title IV program funds when you withdraw are separate from the refund policy of Arizona College. Therefore, you may still owe funds to the school to cover unpaid institutional charges. Please see section “Financial Information” for the Arizona College refund policy.
ACADEMIC LOAD

Full-time students are those enrolled in a minimum of 12 credit hours per term. Part-time students are those enrolled for less than 12 credit hours per term.

ATTENDANCE

Regular class attendance and punctuality are essential to learning. Additionally, each student is expected to learn the discipline of regular attendance as well as the skills involved in their field of study.

Students are expected to attend all scheduled classes and to be on time for their classes. Missing subject material affects the student’s retention and ability to perform clinically. In the event of an emergency, the student should contact the College if they are going to miss class or classes for the day.

A student who reports to class after the scheduled start time or returns late from a break or departs prior to the designated class dismissal time is considered tardy.

Tardies are rounded to the nearest 15 minute interval. All absences and tardies are recorded, regardless of the reason and become part of the student record at the College. If accumulated tardies and absences reach more than 10% of scheduled hours, the student may be placed on attendance probation.

Allied Health

A student who does not attend at least 50% of a scheduled course will automatically earn a grade of “F.” The College may choose to terminate the student, have the student repeat classes, or other action the College deems appropriate.

An examination or assignment missed due to an “excused” absence may be made up for full credit. An excused absence is one involving a medical, legal, or death that is supported with third party documentation. Documentation of an excused absence must accompany a student on the day of his/her return and must document absences covering the date(s) an examination or assignment was missed. An examination or assignment missed due to an “unexcused” absence may be made up for half credit.

Nursing

Nursing policies for attendance are separate from this policy and detailed in the Nursing Student Handbook.

Any student who is absent 14 consecutive calendar days will be withdrawn from the program.

The College does not allow make-up absences (other than for clock-hour programs, such as Massage Therapy).

GRADING

An Incomplete (“I”) is a temporary grade that may be given at the faculty member’s discretion and with academic Administration approval to a student when illness, necessary absence, or other reasons beyond the control of the student prevent completion of course requirements by the end of the academic term.

Course grading is based on the following scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Grade Points</th>
<th>Credits Attempted</th>
<th>Credits Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>A 90 - 100%</td>
<td>4.0</td>
<td>Y</td>
<td>Y</td>
</tr>
<tr>
<td>B 80 - 89.9</td>
<td>3.0</td>
<td>Y</td>
<td>Y</td>
</tr>
<tr>
<td>C 70 - 79.9</td>
<td>2.0</td>
<td>Y</td>
<td>Y</td>
</tr>
<tr>
<td>D 60 - 69.9</td>
<td>1.0</td>
<td>Y</td>
<td>Y</td>
</tr>
<tr>
<td>F Below 60</td>
<td>0.0</td>
<td>Y</td>
<td>N</td>
</tr>
<tr>
<td>W</td>
<td>0.0</td>
<td>Y</td>
<td>N</td>
</tr>
<tr>
<td>TR</td>
<td>NA</td>
<td>Y</td>
<td>Y</td>
</tr>
<tr>
<td>I</td>
<td>NA</td>
<td>Y</td>
<td>N</td>
</tr>
</tbody>
</table>

*Bachelor of Science Nursing Program utilizes a grading scale that is available in the Nursing Student Handbook

All repeat, withdrawal and transfer credits that apply towards a student’s program are counted toward the hours attempted for maximum time frame measurement.

Grades are available to students the week following course completion. The electronic gradebook is available to students throughout their course in order to ensure access to their academic progress.

For repeated courses, the grade most recently earned will be used in the Cumulative GPA calculation.
Credit Hour Definition

Arizona College measures its academic courses in terms of credit hours. An academic quarter is 10 weeks, consisting of two 5-week sessions, and a semester is 16 weeks. Conversion from clock hours is as follows:

- One term credit hour equals:
  - 10 clock hours of lecture
  - 20 clock hours of laboratory
  - 30 clock hours of internship

- One semester credit hour equals:
  - 15 clock hours of lecture
  - 30 clock hours of laboratory
  - 45 clock hours of clinical laboratory

SATISFACTORY ACADEMIC PROGRESS

Arizona College, its accrediting agency, and the U.S. Department of Education require students to make Satisfactory Academic Progress (SAP) towards graduation. Arizona College’s Satisfactory Academic Progress policy is the same for all students regardless if they are receiving Financial Aid and applies to all enrollment statuses for the time in which they are being evaluated (full-time or part-time).

The policy consists of two standards - a qualitative standard in which students must maintain a satisfactory cumulative grade point average (CGPA) and a quantitative standard that requires students meet a minimum pace of completion towards graduation (maximum timeframe).

Satisfactory Academic Progress (SAP) is evaluated at the end of each quarter for Allied Health programs, at the end of the payment period for Massage Therapy, or at the end of the semester for the Nursing program. Students may challenge a grade for a period of thirty (30) days; after thirty (30) days the grade becomes final as outlined in the College’s Grievance Policy. For students transferring to a different program, only courses that apply to the new program will be calculated in satisfactory academic progress.

Cumulative Grade Point Average

Arizona College calculates the cumulative grade point average (CGPA) by dividing total cumulative “quality grade points” earned by “total quality hours” attempted. Academic letter grades carry the following grade points: A = 4.00 B = 3.00 C = 2.00 D = 1.00 F = 0.00. The number of credits for a class is multiplied by the grade point value of the grade to give the total grade points for each course. The total number of quality grade points is then divided by the total number of quality hours attempted.

Example: 3 credit course, grade of A was earned
- 3 credits x 4 grade point value = 12
- 12 total quality grade points hours / 3 total quality hours attempted = 4.0 CGPA

Maximum Time Frame

Maximum timeframe for a program measured in credit hours is a period no longer than 150 percent of the published length of the program. For a program measured in clock hours, a period no longer than 150 percent of the published length of the program as measured by the cumulative number of clock hours the student is required to complete and expressed in calendar time. Please note that a student in a clock hour program cannot receive aid for hours beyond those in the program; the maximum timeframe applies to the amount of calendar time the student takes to complete those hours.

Arizona College calculates the pace at which a student is progressing by dividing the total number of hours the student has successfully completed by the total number he has attempted. A student is ineligible to receive Federal Financial Aid when it becomes mathematically impossible for him to complete his program within 150% of its published program length.

For Satisfactory Academic Progress, students must meet the expected rate of progression. All repeat, incomplete, withdrawal, and transfer credits that apply towards a student’s program are counted toward the hours attempted for maximum time frame measurement. This includes periods in which the student did not receive Federal Financial Aid funds. Only transfer credits that count toward the student’s current program are counted as both attempted and completed hours.

Satisfactory Academic Progress Standards

<table>
<thead>
<tr>
<th>Cumulative Credits Attempted</th>
<th>Minimum Cumulative GPA (CGPA)</th>
<th>Min. Cumulative Credits Completed (Max. Timeframe)</th>
</tr>
</thead>
<tbody>
<tr>
<td>01-20 Credits</td>
<td>1.5</td>
<td>67%</td>
</tr>
<tr>
<td>21-40 Credits</td>
<td>1.75</td>
<td>67%</td>
</tr>
<tr>
<td>41+ Credits</td>
<td>2.0</td>
<td>67%</td>
</tr>
</tbody>
</table>

Financial Aid Warning

Arizona College checks Satisfactory Academic Progress at the end of each term or semester for credit hour programs and at the end of the payment period for clock hour programs. If a student fails to meet the minimum CGPA and/or the minimum maximum timeframe requirements the student is considered not making SAP, will be placed on Financial Aid Warning, and will be notified in writing. Financial Aid Warning status lasts for one term, semester, or payment period only and the student may continue to receive FSA funds. A student may come in compliance with SAP if, at the end of the warning period, the student is meeting the minimum SAP standards. If the student regains SAP he/she is removed from Financial Aid Warning status. Students who fail to make satisfactory progress after the Financial Aid Warning period lose their Federal Financial Aid & Veteran’s educational benefit eligibility and may be terminated from the College.
Appeals and Financial Aid Probation

Students who fail to make satisfactory progress after the Financial Aid Warning period lose their Financial Aid and Veteran’s educational benefit eligibility unless they successfully appeal and are placed on Financial Aid Probation. Students who wish to appeal must do so at the end of their warning period by submitting a letter, along with supporting documentation, to the Campus Director. The appeal should explain the extenuating circumstances that the student believes would have a bearing on the reinstatement, for example; emergencies, illness, accident, or other special circumstances. The appeal must explain why satisfactory progress was not met and what has changed in the situation that will allow satisfactory progress by the next evaluation. Arizona College’s appeal procedure may be obtained at the administrative office. Students granted an appeal will be notified in writing and placed on Financial Aid Probation status for one term, semester, or payment period, and Federal Financial Aid is reinstated. If the appeal is denied, the student will not be eligible for Federal Financial Aid funds.

Satisfactory Academic Progress and Federal Financial Aid Eligibility

All students are considered to be making satisfactory academic progress when they begin their program. Students on Financial Aid Warning are also considered to be making satisfactory academic progress and will continue to receive financial aid disbursements. Students are eligible for an additional disbursement of Federal Financial Aid for a term semester, or payment period subsequent to Financial Aid Warning if they successfully appeal and are placed on Financial Aid Probation. Once a student reestablishes satisfactory academic progress, their financial aid eligibility is reinstated. If the student does not reestablish satisfactory academic progress after a term, semester, or payment period on Financial Aid Probation, they will lose Federal Financial Aid eligibility and may be terminated.

LEAVE OF ABSENCE PROCESS

Allied Health

Students are encouraged to complete their course work in a timely manner. However, students who have emergency situations may be granted a leave of absence (LOA) not to exceed 60 calendar days. If the leave is to exceed 60 calendar days, the student must apply for an extension along with third party documentation to support this request. All missed work must be made up. Leaves are not automatically granted; they must have the approval of the Director of Education.

A leave of absence must be requested in writing on the required form, and must be accompanied by third party documentation. Students requesting a LOA must be making satisfactory progress at the time of the request.

Students who withdraw in the middle of a session will receive a grade of (W). Students who fail to return to class during the first week of classes will be dropped from the program. All students making tuition payments to the College remain under that obligation during a LOA. Student must realize that a Leave of Absence could affect their future financial aid eligibility and the availability of class scheduling.

NOTE: The above policy is not a Leave of Absence (LOA) policy relating to any Title IV Student Aid Program. A student taking an LOA will have their account adjusted and all student aid will be returned to the appropriate agency. All funds applicable to tuition will be applied to the student’s amount upon the students return. The student must reapply for aid canceled or returned by the College during their Leave of Absence (LOA). All Stafford loan recipients who take a LOA should meet with the Financial Aid office for an Exit Interview.

Nursing

Nursing Leave of Absence policy is detailed in the Nursing Student Handbook.

GRIEVANCE PROCEDURE

Students or other parties with complaints or grievances against Arizona College should first seek to resolve their complaint or grievance with the institution. To better serve students and open lines of communication with the administration of Arizona College, the following procedure for registering a complaint/grievance has been developed. If a student has a complaint(s) he would like addressed, the procedure is:

1. Student-Instructor Discussion
   Many problems can be resolved by an open discussion between the student and the faculty member. If a student has a grievance with a faculty member, the student needs to meet with the faculty member to discuss the concern or issue.

2. Program Director Meeting with Student
   If the student-instructor discussion does not resolve the issue, the student should contact the appropriate Program Director to seek a solution. If the issue can be resolved at this level, the case is then closed. If the issue cannot be resolved to the student’s satisfaction, the student may file a written grievance using the Grievance Form provided by the Program Director.

3. Submission of Grievance Form
   The completed Grievance Form should be submitted to the Program Director within 20 business days of the initial student-instructor discussion (#1 above). The Grievance Form will include the following information:
   - Summary of decision that is being appealed
   - Basis for challenging the decision
   - Identity of faculty or staff member who made the decision
   - Description of prior attempts made to resolve the issue.
   - Specific remedy requested
   - Student signature
4. Grievance Committee Investigation

For Allied Health
Once the Program Director receives the completed Grievance Form, he or she will organize a Grievance Committee. The Grievance committee will be made up of two faculty members, the program director, and the Director of Education who will investigate the grievance. If a member of the committee is involved with the student’s grievance, a substitute faculty member or student with no known conflict in the matter will be appointed for the consideration of the grievance.

For Nursing
Once the Program Director receives the completed Grievance Form, he or she will organize a Grievance Committee made up of two faculty members (one each from the Mesa and Las Vegas campuses), two nursing staff/faculty members, and a nursing student, who will investigate the grievance. If a member of the committee is involved with the student’s grievance, a substitute faculty member or student with no known conflict in the matter will be appointed for the consideration of the grievance.

The Grievance Committee’s responsibilities are to interview all involved parties, review the verbal and written documentation, develop recommendations in writing with a supporting rationale, and submit their recommendations to the Program Dean, who will make the final decision. When the student is interviewed, he or she may not be accompanied by legal counsel or family members.

Within 10 business days from the date the grievance was filed, the Program Dean or Director of Education will notify the student in writing of the decision.

5. Appeal

The student may appeal the Program Dean/ Director of Education’s decision to the Chief Operating Officer of Nursing (COO)/ Executive Director of Allied Health under certain conditions. The appeal must be submitted in writing within 10 business days of receipt of the Dean’s/ Director of Education’s written decision and state a basis for the appeal. Basis on which a student may appeal are the following:

• There is new evidence that was unavailable at the time of the original investigation that would affect the outcome of the original decision.
• There were procedural irregularities in the grievance process that affected the outcome.
• The proposed resolution was not reasonable based on the evidence compiled during the investigation.

The decision of the COO or Executive Director of Allied Health on the appeal is final.

Students not satisfied with the final disposition of the grievance process may contact:

Arizona State Board for Private Postsecondary Education
1400 W. Washington, Room 260
Phoenix AZ 85007
(602) 542-4709
ppse.az.gov

Arizona State Board of Nursing
4747 N. 7th Street, Suite 200
Phoenix, AZ 85014
(602) 771-7800
www.azbn.gov

Texas Workforce Commission Career Schools and Colleges
101 East 15th Street, Room 226T
Austin, TX 78778-0001
(512) 936-6959
www.twc.state.tx.us/partners/career-schools-colleges-resources

Texas Higher Education Coordinating Board
Office of General Counsel
P.O. Box 12788
Austin, TX 78711-2788
(512) 427-6101
www.thecb.state.tx.us/studentcomplaints

For the rules governing student complaints, visit:
texreg.sos.state.tx.us/public/readtac$ext.ViewTAC?tac_view=5&t id=19&pt=1&ch=1&sch=E&rl=Y

Commission on Postsecondary Education
8778 South Maryland Parkway, Suite 115
Las Vegas, NV 89123
(702) 486-7330
cpe.nv.gov

This policy in no way impedes Arizona College’s open door policy in regard to questions or comments regarding Arizona College. The above policy is to assist each student in understanding his/her rights and responsibilities under those policies. The administration will not, under any circumstances, see an entire class for this procedure.

WITHDRAWAL PROCEDURE

Any student who desires an official withdrawal must do so by completing the Change of Status form with Campus Director’s office. The withdrawal date is the date that the student begins the withdrawal process and this date will be used in the calculation of Return of Title IV Funding. Any student that officially withdraws will receive a grade of W. See section “Academic Standards” on the impact of a W on your GPA and Standards of Academic Progress.

INTERRUPTION IN EDUCATION

If education is interrupted for any reason (termination, leave of absence, SPNE, etc.) the classes needed for program completion may not be offered in a consecutive manner. A student may be required to suspend training for one or more sessions until the required courses are offered. In any event, the length of the program is not to exceed one and one half the length of the program for which the student is enrolled.
GENERAL GRADUATION REQUIREMENTS

In order to graduate from Arizona College, students must:

1. Complete all required program courses with a minimum 2.0 Cumulative GPA.
2. Submit all required externship paperwork, if applicable.

DIPLOMAS & DEGREES

A diploma or degree will be awarded upon completion of the program. This includes meeting the performance levels required for graduation and a successful completion of externship. All financial obligations must be met and all accounts must be in good standing.

CERTIFICATION & LICENSURE DISCLOSURE

Due to the College’s accreditation and approvals, its graduates are eligible to sit for certain state and national certification examinations. However, the College does not guarantee passing of any individual examination. Completion of some educational programs and/or certain certifications also qualify students for state licensure. Certain licensures require a high school diploma or a General Equivalency Diploma (GED®) for licensure and, in some cases; the license must be obtained prior to externship or employment. If the student qualifies for entrance to the College through the Ability To Benefit (ATB) pathway, it is the student's responsibility to gain their diploma or high school equivalency while at the College.
CPR

CPR certification is offered to all students during their program as part of the curriculum. Massage Therapy students are not required to become CPR certified.

CAREER SERVICES

The College offers career services to all eligible graduates. However, it is a graduate’s responsibility to prepare his/her resume and cover letter, attend assigned interviews, design a personal job search campaign, dress appropriately for interviews, and take primary responsibility for setting up job interviews. At no time does Arizona College guarantee placement.

The College assumes no responsibility for seeking employment for students while they are enrolled in a program. Full-time employment while enrolled is not encouraged due to program requirements. Under no circumstances will employment commitments excuse a student from fulfilling any program requirements or serve as an excuse for absence or tardiness.

EXTERNSHIP AND EMPLOYMENT ASSISTANCE

The externship is a large part of the student’s program. Arizona College will secure an externship for each student. Students who prefer to arrange their own externship, must notify the school no later than 30 days prior to your final session. All facilities have been evaluated and meet the requirements set forth by Arizona College.

If the program has an externship, the student must successfully complete the mandatory hours in order to complete the requirements of the program. Should the clinical supervisor feel that the student’s performance level is unsatisfactory while on externship, the externship may be terminated. Should a student be terminated/leave early from their externship and, appeal is granted, the student will be cycled to the next externship cycle.

No student may refuse an externship. The facilities have made arrangements for you to be there and have adjusted their schedules accordingly. All hours must be completed in the designated department of the facility in order to fulfill all externship requirements. Students are required to complete a minimum of 32 hours per week during their externship.

Any student leaving an externship assignment prior to fulfilling the required hours for completion will be terminated from the program. Any absences or discontinuance of the externship must be reported to the College by the student prior to the discontinuance. If the College is not notified, it may be grounds for termination.

Any pay received for externship null and voids credit for the externship. Your externship is considered a part of your training and is uncompensated. All graduates are provided with assistance with employment. It is the responsibility of the student to maintain contact with the Career Services department through active participation on your job search.

Arizona College’s professional liability insurance coverage is limited to malpractice claims throughout the duration of the externship. Any personal injury/illness is the responsibility of the student.

CLASSES

Individual schedules may vary depending on program and credit hour schedule. Class breaks are provided at appropriate intervals and between class periods. Extra help sessions must be scheduled with each respective faculty member outside of normally scheduled class time.

EMERGENCY PLAN

The Emergency Preparedness Plan is available for view at the front desk. An emergency action plan is also available for viewing in each classroom.

If there is a fire or emergency in the building, Administration or a faculty member should be contacted immediately. In the event of a fire, all students should evacuate the building through the closest fire exit and report to their faculty member for roll call.

ACADEMIC TUTORING

Individual and group tutoring is available upon request. Students may schedule academic tutoring sessions with an individual faculty member.
STUDENT RECORDS

Permanent files are kept for all students for five years. After that time, the College retains an academic transcript for graduates, drops, terminations and withdrawals.

In accordance with the Family Educational Rights & Privacy Act of 1974 (FERPA), the school will not release education records to unauthorized persons without written permission from the student.

FERPA

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

(1) The right to inspect and review the student’s education records within 45 days of the day the College receives a request for access. A student should submit to the Director of Education, dean, head of the academic department, or other appropriate official, a written request that identifies the record(s) the student wishes to inspect. The College official will make arrangements for access and notify the student of the time and place where the records may be inspected.

(2) The right to request the amendment of the student’s education records that the student believes are inaccurate, misleading, or otherwise in violation of the student’s privacy rights under FERPA. If the College decides not to amend the record as requested, the College will notify the student in writing of the decision and the student’s right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

(3) The right to provide written consent before the College discloses personally identifiable information from the student’s education records, except to the extent that FERPA authorizes disclosure without consent.

The College discloses education records without a student’s prior written consent under the FERPA exception for disclosure to school officials with legitimate educational interests. A school official is a person employed by the College in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the College has contracted as its agent to provide a service instead of using College employees or officials (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.

A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibilities for the College.

DISCLOSURE OF EDUCATIONAL RECORDS

Information contained in student files is considered confidential and shall be released to other individuals only upon a student’s prior written consent and authorization, with the following exceptions:

1. To College officials who have legitimate educational interest in the records.
2. To officials of another school upon request if a student seeks or intends to enroll at that institution.
3. To certain officials of the U.S. Department of Education, the Inspector General, state and local educational authorities in connection with state or federally-supported education programs.
4. In connection with a student’s request for, or receipt of, Title IV financial aid necessary to determine eligibility, amount or conditions of the financial aid and/or to enforce the terms and conditions of the aid.
5. To organizations conducting certain studies for or on behalf of the College.
6. To accrediting commissions to carry out their functions.
7. To parents who claim a student as a dependent for income tax purposes.
8. To comply with a judicial order or lawfully ordered subpoena.
9. To appropriate parties in health or safety emergencies.
10. To potential employers (with student authorization).
STUDENT RIGHTS AND RESPONSIBILITIES

NONDISCRIMINATION

Arizona College does not discriminate in its education programs and activities on the basis of race, color, creed, national or ethnic origin, religion, sex, pregnancy, childbirth and related medical conditions, marital status, medical condition, service in the uniformed services, political activities and affiliations, age, disability, sexual orientation, gender identity, veteran status, or any other consideration made unlawful by federal, state, or local laws. Specifically, Title IX/SaVE requires the College not to discriminate on the basis of gender/sex in its education programs and activities. Gender/sex harassment, including gender/sex violence, is a form of prohibited gender/sex discrimination. Examples of covered acts are found in the College’s policies on Sexual Misconduct. Questions regarding Title IX may be referred to the Title IX/SaVE Coordinator for Arizona College, Matthew Calhoun, Director of Compliance & Regulatory Affairs, at:

Phone: (602) 222-9300
Email: mcalhoun@arizonacollege.edu
Mailing Address: 4425 W. Olive Ave, Ste. 300, Glendale, AZ 85302 or 163 N. Dobson Rd., Mesa, AZ 85201

or to the Office of Civil Rights at Office of Civil Rights (OCR), United States Department of Education, Washington DC 20201, and/or a criminal complaint with local law enforcement.

DISABILITY RESOURCES & SERVICES

Arizona College is committed to promoting an environment that is non-discriminatory. The college admits qualified students without regard to religion, political affiliation or belief, sexual orientation, national origin, race, age, gender, or disability.

In compliance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, Arizona College does not discriminate on the basis of disability and will provide reasonable accommodations to qualified students with documented disabilities. The college will make an individual assessment in response to each request to determine if the needs of the student can be met.

To receive an accommodation, students should submit a completed Disability Declaration and Request for Accommodations form along with current substantiating documentation. Documentation must be from applicable professionals, provide a specific diagnosis, and recommend specific accommodations. Forms are available from the campus Disability Coordinator and once completed, will be submitted to the same office.

Students must take responsibility for proactively providing substantiating documentation for requested accommodations with the Disability Coordinator in order for the disability declaration to be properly evaluated. Notification detailing the length, terms and explanation of approved accommodation will be created by the Disability Coordinator and be provided to the student. A copy is also to be kept in the student’s file. Accommodations are not granted on a retroactive basis.

All students receiving accommodations are to make appointments to meet individually with the Program Dean or Director at the beginning of each session to review accommodations for the classes. Students are also welcome to contact the Disability Coordinator throughout each session to review their needs and receive assistance in collaborating with the faculty and staff.

Exceptions to this policy are at the discretion of the Disability Coordinator, and must be documented and approved by the Director of Regulatory Affairs and Compliance.

SEXUAL MISCONDUCT POLICY

Gender/Sexual Discrimination, Misconduct, Harassment or Violence - Title IX/SaVE Purpose

Arizona College is committed to maintaining an academic climate in which individuals of the college community have access to an opportunity to benefit fully from the College’s programs and activities. When students experience acts of sexual misconduct, their sense of safety and trust is violated. This can significantly interfere with their lives, including their educational goals. This policy has been developed to proactively create a campus environment in which incidents of sexual misconduct can be promptly and effectively responded to without further victimization, retaliation, and with possible remediation of its effects. The College also applies these policies and procedures from the principle that all parties receive a fundamentally fair process.

While Title IX applies to all members of the Arizona College community, the College reserves the right to deviate from this process when employees are parties, to the extent allowed by applicable law and required by Title VII.

DISSEMINATION OF THE POLICY, EDUCATIONAL PROGRAMS, AND EMPLOYEE TRAINING

This policy shall be disseminated through the Arizona College Academic Catalog, provided to the College community online through the College website, and other appropriate channels of communication.

New and current students will be provided with educational materials to promote familiarity with this policy. Newly hired employees and current employees responsible for reporting sexual misconduct will be provided with training. Furthermore, annual training will be provided to investigators and decision makers.

The educational programs and employee training provide ongoing awareness and prevention campaigns that also identifies safe and positive options for bystander intervention that may be carried out by an individual to prevent harm or intervene when there is a risk of domestic violence, dating violence, sexual assault, or stalking against a person other than such bystander. Additionally, information is provided on risk reduction so that students, faculty/staff may recognize warning signs.
DEFINITIONS AND EXAMPLES OF SEXUAL MISCONDUCT

Sexual Misconduct Offenses include, but are not limited to:

• Sexual Harassment
• Sexual Assault
• Sexual Violence
• Sexual Exploitation
• Domestic and/or Dating Violence
• Stalking

SEXUAL HARASSMENT

Sexual harassment includes unwelcome conduct of a sexual nature, such as unwelcome sexual advances, requests for sexual favors, and other verbal, nonverbal, or physical conduct of a sexual nature that has the effect of unreasonably interfering with an individual’s academic or work performance, or creates an intimidating, hostile, or offensive environment. Sexual violence is a form of sexual harassment prohibited by Title IX/SaVE.

Three Types of Sexual Harassment

1. Hostile Environment includes any situation in which there is harassing conduct that is sufficiently severe, pervasive/persistent and patently offensive so that it alters the conditions of education, from both a subjective (the alleged victim’s) and an objective (reasonable person’s) viewpoint. The determination of whether an environment is “hostile” must be based on all of the circumstances. These circumstances could include:
   • the frequency of the conduct;
   • the nature and severity of the conduct;
   • whether the conduct was physically threatening;
   • whether the conduct was humiliating;
   • the effect of the conduct on the alleged victim’s mental or emotional state;
   • whether the conduct was directed at more than one person;
   • whether the conduct arose in the context of other discriminatory conduct;
   • whether the statement is a mere utterance of an epithet which engenders offense in an individual, or offends by mere discourtesy or rudeness;
   • whether the speech or conduct deserves the protections under other principles such as academic freedom.

Hostile Environment sexual harassment may occur in student to student, faculty/staff to student, student to faculty/staff relationships, or third party to student/faculty/staff.

2. Quid pro quo sexual harassment exists when there are:
   • unwelcome sexual advances, requests for sexual favors or other verbal or physical conduct of a sexual nature; and
   • submission to or rejection of such conduct results in adverse educational action.

Quid pro quo harassment may occur in student to student, faculty/staff to student, student to faculty/staff relationships, or third party to student/faculty/staff.

3. Retaliation
   • The College will sanction a faculty, student, or staff member who takes adverse action against a person because of the person’s participation in or support of an investigation of discrimination or sexual misconduct. Adverse action includes, but is not limited to, threats, harassment, intimidation (implied threats) or actual violence against the person or his or her property, adverse educational or employment consequences, ridicule, taunting, bullying, or ostracism.
   • Retaliation sexual harassment may occur in student to student, faculty/staff to student, student to faculty/staff relationships, or third party to student/faculty/staff.

Title IX/SaVE also prohibits gender-based harassment, which may include acts of verbal, nonverbal, or physical aggression, intimidation, or hostility based on sex or sex-stereotyping, even if those acts do not involve conduct of a sexual nature.

SEXUAL ASSAULT

In Arizona, a person commits sexual assault by intentionally or knowingly engaging in sexual intercourse or oral sexual contact with any person without consent of such person.

SEXUAL VIOLENCE

Sexual violence is defined as physical sexual acts engaged in without the consent of the other person or when the other person is unable to consent to the activity. Sexual violence includes sexual assault, rape, battery, and sexual coercion; domestic violence; dating violence; and stalking.

WITHOUT CONSENT

In Arizona, “without consent” includes any of the following:

• The victim is coerced by the immediate use or threatened use of force against a person or property.
• The victim is incapable of consent by reason of mental disorder, mental defect, drugs, alcohol, sleep, or any other similar impairment of cognition and such condition is known or should have reasonably been known to the defendant.
• The victim is intentionally deceived as to the nature of the act.
• The victim is intentionally deceived to erroneously believe that the person is the victim’s spouse.

SEXUAL EXPLOITATION

Occurs when a person takes non-consensual or abusive sexual advantage of another for his or her own advantage or benefit, or to benefit or advantage anyone other than the one being exploited, and that behavior does not otherwise constitute one of the other sexual misconduct offenses. Examples include when a person takes non-consensual or abusive sexual advantage of another for his or her own advantage or benefit, or to benefit or advantage anyone other than the one being exploited, and that behavior does not otherwise constitute one of the other sexual misconduct offenses. Examples of sexual exploitation include, but are not limited to:
• prostituting another student;
• non-consensual video or audio-taping of sexual activity;
• going beyond the boundaries of consent (such as letting your friends hide in the closet to watch you having consensual sex);
• engaging in voyeurism;
• knowingly transmitting an STI or HIV to another student.

DOMESTIC VIOLENCE
In Arizona, “domestic violence” is not a crime in itself. Instead, the law designates a list of specific criminal offenses that can be associated with domestic violence. In addition to one of the listed crimes actually occurring, it must be established that a certain relationship existed between victim and defendant, including:

• Marriage or former marriage or persons residing or having resided in the same household
• A child in common
• Pregnant by the other party
• Family relationship
• Current or previous romantic or sexual relationship

DATING VIOLENCE
In Arizona, statute, regulations, and case law do not define “dating violence.” Since there is no Arizona definition of “dating violence,” the following is the definition from the VAWA: The term “dating violence” means violence committed by a person — (A) who is or has been in a social relationship of a romantic or intimate nature with the victim; and (B) where the existence of such a relationship shall be determined based on a consideration of the following factors:

(i) The length of the relationship.
(ii) The type of relationship.
(iii) The frequency of interaction between the persons involved in the relationship. 42 U.S.C. § 13925(a)(10)

STALKING
In Arizona, a person commits stalking if the person intentionally or knowingly engages in a course of conduct that is directed toward another person and if that conduct either:

• Would cause a reasonable person to fear for the person’s safety or the safety of that person’s immediate family member and that person in fact fears such
• Would cause a reasonable person for fear death of that person or that person’s immediate family member and that person in fact fears such

CONFIDENTIALITY AND CONSENT TO INVESTIGATE
While reports of this nature may result in the gathering of extremely sensitive information about individuals, such information is considered confidential and every reasonable effort will be made to keep the information confidential, where possible. Disclosures of certain personal information may be disclosed concerning a report of sexual harassment or sexual violence to the College. In such cases, reasonable efforts will be made to redact the records in order to protect the privacy of individuals, where possible. Students are encouraged to speak to officials from the College to make formal reports of incidents. Students have the right and can expect to have incidents of sexual misconduct to be taken seriously by the College when formally reported, and to have those incidents investigated and properly resolved through administrative procedures.

The College has an obligation to investigate reports of this nature with or without the consent from the victim. The College will attempt to obtain consent from the victim before beginning an investigation. If the victim requests confidentiality or asks that the complaint not be pursued, the College will take all reasonable steps to investigate and respond to the complaint consistent with the request for confidentiality or request not to pursue an investigation, where possible. If the victim insists that his/her name or other identifiable information not be disclosed to the alleged perpetrator, the College may be limited in its response or may not be able to honor that request. Although the response may be limited, these types of reports help to keep the Title IX/SaVE Coordinator informed of the general extent and nature of sexual violence on and off campus so the coordinator can track patterns, evaluate the scope of the problem, and formulate appropriate campus-wide responses.

Public safety, the safety of other students, or other reasons may not allow the College to honor a request for confidentiality and may require the College to investigate without the consent of the victim.

RESOURCES FOR CRIME VICTIMS AND OTHERS
Emergency (police, fire, and rescue)
Always dial 911 for life-threatening emergencies.

For specific information regarding each program, you are encouraged to visit each agency’s website or call the agency directly. Some agencies can or must report a crime.

If you or someone you know has thoughts of SUICIDE:

24 Hour National Suicide Prevention Lifeline / Veterans Crisis Line
(800) 273-TALK (8255)
TTY Line: (800) 799-4889

EMPACT - SPC
Hotline: (480) 736-4949
Hotline: (800) 656-HOPE (Toll-free)
www.empact-spc.com

Glendale Police Department Victim Assistance
West Valley Advocacy Center (WVAC)
Glendale PD Advocates: (623) 930-3030
WVAC Phone: (623) 930-3720
www.glendaleaz.com/advocacycenter/

SEXUAL ASSAULT / ABUSE/GENERAL FAMILY

Administration of Resources and Choices
Crisis Line: (520) 339-2801
Non-emergency Line: (520) 623-3341
www.arc-az.org
STUDENT RIGHTS AND RESPONSIBILITIES

Amberly’s Place
24-hour Hotline: (928) 373-0849
www.amberlysplace.com

A New Leaf
Phone: (480) 969-4024
Shelter placement assistance: (800) 799-7739
www.turnanewleaf.org

H.A.V.E.N. Family Resource Center
Phone: (928) 505-3153
www.havenfamilyresourcecenter.com

Jewish Family and Children’s Services
Phone: (520) 886-5111, ext. 426
www.jfcstucson.org

Northland Family Help Center
24-hour Crisis Line: (928) 527-1900
24-hour toll-free Crisis Line: (877) 634-2723
Phone: (928) 527-1900
www.northlandfamily.org

SPECIFIC TO CHILDREN

National Child Abuse Hotline
(800) 4-A-CHILD (422-4453)

Arizona’s Children Association
Phone: (520) 622-7611
www.arizonaschildren.org/

SPECIFIC TO DOMESTIC VIOLENCE

24 Hour National Domestic Violence Hotline
(800) 799-SAFE (7233)

Arizona Coalition To End Sexual and Domestic Violence
Phone: (602) 279-2900
Toll-free: 1-800-782-6400
TTY: (602) 279-7270
www.azcadv.org

Valley Youth Organization –
Stepping Stones Domestic Violence Shelter
24-hour Advocacy Lines: (928) 445-4673
Business Office: (928) 772-4184
www.steppingstonesaz.org

OTHER IMPORTANT RESOURCES:

CDC National AIDS Hotline / National STD Hotline
(800) CDC-INFO (232-4636)

Gay and Lesbian National Hotline
(888) THE-GLNH (843-4564)

REPORTING/FILING A COMPLAINT FOR TITLE IX (GENDER/SEX DISCRIMINATION)

GENDER/SEX

Sexual misconduct is a threat to the entire College community. Members from the College community are strongly encouraged to report all incidents that threaten a student’s continued well-being, safety, or security. Complaints from any member of the College community relating to discrimination, misconduct, harassment, domestic violence, dating or other related violence, stalking, or retaliation based on gender or sex concerning a faculty, staff, a student or students may be reported to:

Title IX/SaVE Coordinator for Arizona College:
Matthew Calhoun, Director of Compliance & Regulatory Affairs, at:

Phone: (602) 222-9300
Email: mcalhoun@arizonacollege.edu
Mailing Address: 4425 W. Olive Ave, Ste. 300, Glendale, AZ 85302

Deputy Title IX Investigator
Victor Quezada
Phone: (480) 344-2204
Email: vquezada@arizonacollege.edu
Mailing Address: 163 N. Dobson Rd., Mesa, AZ 85201

Deputy Title IX Investigator
Cheryl Kindred
Phone: (602) 759-2230
Email: vquezada@arizonacollege.edu
Mailing Address: 4425 W. Olive Ave, Ste. 300, Glendale, AZ 85302

The Title IX/SaVE Coordinator is responsible for the oversight, coordination and implementation of all Title IX compliance activities for the College. Title IX/SaVE Coordinator responsibilities include, but are not limited to, monitoring of the ongoing publication of the College’s policy of non-discrimination including the Title IX/SaVE Coordinators contact information, continuous monitoring and oversight of overall College activities for compliance with Title IX requirements including grievance procedures, investigations, sanctions and evaluating requests for confidentiality.

College personnel will inform students who report an incident in writing of procedures that victims should follow, including:

• the importance of preservation of any evidence;
• options regarding the assistance of local law enforcement, campus officials; the option to decline assistance, or decline notifying local law enforcement;
• any interim protective measures that will be taken and their options for protective orders;
• resources including counseling, health, and mental health services.

59
STUDENT RIGHTS AND RESPONSIBILITIES

Individuals with complaints of any nature described above also always have the right to file a formal complaint with the Office for Civil Rights (OCR), United States Department of Education, Washington DC 20201, and/or with local law enforcement.

The Title IX process involves a thorough, impartial investigation designed to provide a fair, prompt, and reliable determination about whether the College nondiscrimination policies have been violated. As necessary, the College reserves the right to initiate a complaint, to serve as complainant, and to initiate conduct proceedings without a formal complaint by the victim.

OTHER COMPLAINTS AND CLERY REPORTING OBLIGATION

All other complaints, including discrimination, misconduct, harassment, violence or retaliation based on race, color, creed, national or ethnic origin, religion, pregnancy, childbirth and related medical conditions, marital status, gender identity, medical condition, service in the uniformed services, political activities and affiliations, age, disability, veteran status, or any other consideration made unlawful by federal, state, or local laws, should follow the relevant procedure outlined in this Catalog, and/or contact the Campus Director.

The College has an obligation to report any crimes of which it has knowledge under the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act (Clery Act).

RECEIPT OF TITLE IX COMPLAINT

Upon receiving notice of a possible violation of the sexual misconduct policy, the College will take immediate and appropriate steps to:

- end the behavior;
- conduct a prompt, fair and impartial investigation;
- remedy the effects, and
- prevent it from reoccurring.

Upon receipt of a complaint:

- The investigation should be completed and findings issued within sixty (60) calendar days from the receipt of the complaint, barring documented unforeseen circumstances.
- The Title IX/SaVE Coordinator, the relevant Campus Director, the Chief Operating Officer, and, if necessary, Human Resources’ staff will coordinate any initial remedial short term or interim actions including but not limited to suspension or leave, accommodations for the alleged victim, or other necessary remedial short-term actions and protective measures.

INITIAL INVESTIGATION AND PROPOSED NOTICE OF CHARGES; CLOSED COMPLAINTS AND APPEAL

- Upon receipt of a complaint, the Campus Director and, if necessary, Human Resources’ staff, will investigate the complaint.
- The Campus Director and, if necessary, Human Resources’ staff, will determine the identity and contact information of the complainant, whether that will be the initiator, the alleged victim, or a College proxy or representative;
- The Campus Director and, if necessary, Human Resources’ staff, will collaborate with the complainant to identify the correct policies allegedly violated;
- The Campus Director and, if necessary, Human Resources’ staff, will conduct an immediate initial investigation to determine if there is reasonable cause to charge the accused individual, and what policy violations should be alleged as part of the complaint;
- If reasonable cause does not exist, the Campus Director and, if necessary, Human Resources, will so notify the Title IX/SaVE Coordinator. If the Coordinator does not agree with the determination of “no reasonable cause,” the Coordinator may take jurisdiction over the complaint;
- If a reasonable cause exists, the Campus Director and, if necessary, Human Resources’ staff, will prepare and propose a Notice of Charges on the basis of the initial investigation and submit it to the Title IX/SaVE Coordinator for further action;
- Once the Title IX/SaVE Coordinator receives a copy of the report of initial findings, the Title IX/SaVE Coordinator and, if necessary, Human Resources’ staff, will review the findings and make an additional determination as to whether reasonable cause exists to bring charges against the accused individual.

If reasonable cause exists, the matter shall proceed to a formal investigation (see below).

Where the Title IX/SaVE Coordinator and, if necessary, Human Resources’ staff, affirm an investigator finding that there is insufficient evidence to support a reasonable cause, the complaint will be closed and the Campus Director or designee or if necessary, Human Resources, will simultaneously inform the complainant and the accused that the investigation is discontinued and will reverse any interim, short term actions taken.

- The complainant and the accused have the right to meet with the Title IX/SaVE Coordinator to receive information as to why the investigation was terminated.
- The complainant has a right to request an appeal to an investigation that was terminated, and should follow the appeal process below, regarding Investigation Findings.

PRESENTATION OF NOTICE OF CHARGES AND CONTINUED INVESTIGATION OF COMPLAINT

- If the Title IX/SaVE Coordinator has determined that there is sufficient evidence to support a reasonable cause and approved the Notice of Charges, the investigator and Title IX/SaVE Coordinator will collaborate with the Campus Director and Chief Operating Officer, or if necessary, Human Resources’ staff, to determine the need for additional, short term remedial actions for any parties involved in the complaint. Any additional, short term remedial actions deemed necessary prior to the continuation of the investigation shall be carried out by the Campus Director and if necessary, Human Resources. They will communicate to the complainant the continuation of the investigation and intent to present the accused with a Notice of Charges. The Campus Director and, if necessary, Human Resources’ staff, will simultaneously and in writing present the accused with the official Notice of Charges. They will also communicate and carry out all additional, short term remedial actions for any involved party that is a student; Human Resources will also communicate and carry out all additional, short term remedial actions for any involved party that is an employee deemed necessary, prior to the continuation of the investigation.
• The investigator will continue the investigation and conduct a thorough, reliable, and impartial investigation by developing an investigation plan, including as much as reasonably possible, giving each party an equal opportunity to present witnesses and other evidence and be represented by an advisor of their choosing.
• The investigator will complete the investigation without unreasonable deviation from the intended timeline.
• Any requests for updates on the status of the investigation prior to its completion should be directed to the Title IX/SaVE Coordinator or Human Resources’ staff.
• The investigator will make a finding based on a preponderance of the evidence (whether a policy violation is more likely than not).
• Upon completion of the investigation, the investigator will present all findings to the Title IX/SaVE Coordinator.
• Once the investigation findings are approved or not approved by the Title IX/SaVE Coordinator, the Title IX/SaVE Coordinator will communicate the results to the Campus Director and, if necessary, Human Resources’ staff.
• At any time during the process, the victim maintains their right to file a criminal complaint with local law enforcement.

INVESTIGATION FINDINGS: COMMUNICATION

• The Campus Director or designee, or, if necessary, Human Resources’ staff, will simultaneously and in writing communicate the findings to the accused and the complainant.

Where the preponderance of the evidence does not support a finding against the accused for the alleged violation(s), the investigation will be closed. The Campus Director or designee, or, if necessary, Human Resources’ staff, will simultaneously and in writing communicate the findings to the accused and the complainant. Additionally, where the accused is found not responsible for a violation, the Campus Director or designee, or, if necessary, Human Resources’ staff, will consult with the Title IX/SaVE Coordinator to consider the reversal of any remedial actions taken.

Where the accused is found responsible for a violation, the accused or the complainant may appeal the findings in part or in whole; the Campus Director or designee will advise the rejecting party of the criteria for appeal of the findings when communicating the findings.

INVESTIGATION FINDINGS: ACCEPTANCE AND SANCTION PROCESS WHERE THERE IS ACCEPTANCE

• If the complainant and/or accused individual(s) accept the findings in whole, each shall notify the Title IX/SaVE Coordinator within five (5) business days of communication of findings. If the complainant and/or accused individual do not indicate his/her acceptance or Appeal of the findings within five (5) business days of communication, non-communication will be considered acceptance and the College will proceed accordingly with the process six (6) business days following communication of the investigation findings.

• The Title IX/SaVE Coordinator will review all case information and determine appropriate sanctions within eight (8) business days following notification of all findings to the complainant and accused individual, barring documented unforeseen circumstances. If the accused is an employee, Human Resources in coordination with the Title IX/SaVE Coordinator will determine appropriate sanctions. Once the sanction(s) is determined the Title IX/SaVE Coordinator will inform the Campus Director or designee and Human Resources (if necessary) of the sanction determination. The Campus Director or designee, or Human Resources (if necessary) shall, within two (2) business days of the notification of sanctions to the Director or HR, barring documented unforeseen circumstances, simultaneously and in writing inform the complainant and the accused of the sanction decision.
• Sanctions against student(s) determined by this process are subject to the Sanction Appeal Process, outlined in this Academic Catalog, by either the accused or complainant.

INVESTIGATION FINDINGS: APPEAL PROCESS

• If the complainant and/or accused individual(s) disagree with the findings in part or in totality, either the complainant or the accused may appeal the finding in totality or in part on the following bases:
  o The accused and/or complainant wants consideration of new evidence, which was unavailable during the original investigation that could be outcome determinative. A summary of this new evidence and its potential impact must be included;
  o The accused and/or complainant alleges that a material deviation from written procedures impacted the fairness of the process in a way that could be outcome determinative;
  o The accused and/or complainant challenges the assertion that the evidence presented during the investigation process was sufficient to find them responsible by a preponderance of the evidence; or
  o The accused and/or complainant alleges bias by the investigator or Title IX/SaVE Coordinator which deprived the process of impartiality in a way that was outcome determinative.

[The accused and/or complainant has five (5) business days, barring documented unforeseen circumstances, from the date of the communication of the findings to present the formal notification of appeal, in writing, to the Title IX/SaVE Coordinator.

• Upon receipt of either party’s appeal of the findings, the Title IX/SaVE Coordinator will acknowledge receipt of the notice within three (3) business days.
• The written appeal must state the basis for appeal and provide sufficient information that supports the grounds for appeal. The appeal must be accompanied by any relevant new information or evidence that was not available during the investigation phase of the process, if relevant to the grounds of appeal.
• The Chief Operating Officer or his/her designee will review all cases presented for appeal within five (5) business days of the Title IX/SaVE Coordinator’s acknowledgement of the party’s intent to appeal, barring documented unforeseen circumstances, to determine if the presented grounds for appeal and supporting information will be accepted or rejected.
STUDENT RIGHTS AND RESPONSIBILITIES

REJECTION OF APPEAL

• If the appeal does not meet the stated grounds for the appeal, the appeal will be rejected by the Chief Operating Officer or designee and the decision to reject the appeal will be communicated to the Title IX/SaVE Coordinator. The Title IX/SaVE Coordinator will inform the Campus Director or designee and if necessary Human Resources of the decision. The Campus Director or designee, shall, within two (2) business days of the appeal determination, barring documented unforeseen circumstances, simultaneously and in writing inform the complainant and the accused of the appeal decision.

• If the appeal is rejected by the Chief Operating Officer or designee, the Campus Director will then determine sanctions within seven (7) business days following the communication of the rejection of the appeal, barring documented unforeseen circumstances.

SUPPORTED APPEAL AND NEW INVESTIGATION

• If the Chief Operating Officer or designee determines there is sufficient evidence to support an appeal, the Chief Operating Officer or designee will inform the Title IX/SaVE Coordinator of this determination within five (5) business days of the Title IX/SaVE Coordinator’s acknowledgement of the party’s intent to appeal.

• If the appeal determination requires a review of the investigation, the Title IX/SaVE Coordinator will then return the case to the Campus Director for further investigation within three (3) business days of receipt of the appeal determination by the Chief Operating Officer and a new investigator will be assigned.

• The appeal investigation will be completed within fourteen (14) calendar days, barring documented circumstances that may extend the investigation.

• Upon completion of the appeal review, the investigator will present all findings to the Title IX/SaVE Coordinator.

• Once the appeal review findings are submitted to the Title IX/SaVE Coordinator, the Chief Operating Officer will make an appeal determination. The Title IX/SaVE Coordinator will report the outcome to the Campus Director or designee or if necessary, to Human Resources, who will in turn communicate the appeal findings, simultaneously and in writing, to the complainant and the accused.

NEW INVESTIGATION OUTCOME

• Where the accused individual is found not responsible for the alleged violation(s) upon appeal, the investigation will be closed. The Campus Director or designee, or if necessary Human Resources, will communicate this information to both the complainant and accused simultaneously and in writing.

• Additionally, the Campus Director or designee will consult with the Title IX/SaVE Coordinator and Human Resources (when necessary) to consider the reversal of any remedial actions taken.

• Where the accused individual is found responsible for the alleged violation(s) upon appeal, the Campus Director or designee of if necessary Human Resources, will communicate this information to both the complainant and accused simultaneously and in writing.

• The Chief Operating Officer will determine sanctions within seven (7) business days of the communication of findings of the appeal, barring documented unforeseen circumstances.

ADDITIONAL INFORMATION FOR SEXUAL MISCONDUCT INVESTIGATIONS

Attempted Violations. In most circumstances, Arizona College will treat attempts to commit any of the violations listed as if those attempts had been completed.

College as Complainant. As necessary, Arizona College reserves the right to initiate a complaint, to serve as complainant, and to initiate conduct proceedings without a formal complaint by the victim of misconduct.

False Reporting. Arizona College will not tolerate intentional false reporting of incidents. Such false reporting may violate state criminal statutes and civil defamation laws.

Group Action. When members of groups, individuals acting collusively, or members of an organization act in concert in violation of any policy, they may be held accountable as a group or individually, and a hearing may proceed against the group as jointly accused students or individually, at the discretion of the College.

Amnesty Policy. Arizona College encourages the reporting of crimes by victims and/or witnesses. Sometimes, a victim(s) and/or witness(es) may be hesitant to report to College officials because of the fear that by reporting an incident, he/she may be accused of policy violations, such as underage drinking at the time of the incident. It is in the best interests of this community that as many victims and/or witnesses as possible choose to report to College officials. To encourage reporting, Arizona College pursues a policy of offering victims and/or witnesses of crimes immunity from policy violations related to the incident, as long as those policy violations are not directly related to the crime itself. For example, if a student reported a rape in which he or she was involved as a perpetrator, he or she would not be immune from policy violations.

No-Contact Order. Students are entitled to seek a no-contact order that imposes reasonable restrictions on student contact during and after campus conduct proceedings.

Right to an Immediate Process. Arizona College takes immediate and appropriate action to investigate sexual misconduct complaints.

Sexual History. Questioning or presenting of evidence about the complainant’s prior sexual conduct with anyone other than the alleged perpetrator will be prohibited. Evidence of a prior consensual dating or sexual relationship between the parties by itself does not imply consent or preclude a finding of sexual misconduct.

Character. All parties to a complaint have a right not to face questions or discussion about their character unless such information is highly relevant to determining whether the policy has been violated.
Notice of When Complaint Delivered to Accused. Complainants are notified in advance regarding when notice of the complaint is delivered to the accused, so as to protect Complainants from potential retaliation.

Right to Present Own Complaint or Use Proxy. The alleged victim has the right to present his or her own complaint if he or she wants to, or to ask the College to stand as complainant in his or her place.

Right to Know Outcome and Sanctions. Simultaneously and in writing, the complainant and the accused have the right to know the outcome and sanctions.

Right to be Informed of Appeal Status. The parties will be informed by the Campus Director or designee if an appeal is granted.

Interim Protections or Remedies
In order to protect the victim, at any time during the investigation, the College may recommend interim protections or remedies. These protections include, but are not limited to, separating the parties, placing limitations on contact between the parties, or making alternative working or academic arrangements. Efforts will be made to minimize the burden on the victim. Failure to comply with these interim protections may be considered a separate violation of this Policy.

SANCTION PROCESS

DETERMINATION OF SANCTIONS WHERE FINDINGS ACCEPTED
See above, under: INVESTIGATION FINDINGS: ACCEPTANCE AND SANCTION PROCESS WHERE THERE IS ACCEPTANCE

DETERMINATION OF SANCTIONS WHERE FINDINGS NOT ACCEPTED; APPEAL PROCESS
- Where either party, the accused or the complainant, disagrees with any delivered sanction(s), either has five (5) business days from the date sanctions are communicated, barring documented unforeseen circumstances, to present an appeal of the sanctions, in writing, to the Title IX/SaVE Coordinator. The written request for appeal of the sanctions must state one or more of the five (5) bases for appeal (SEE BELOW) along with facts and information that support the grounds for appeal; and, if applicable, be accompanied by any relevant, new information or evidence that was not available during the investigation phase of the process. The Title IX/SaVE Coordinator will forward all case information to the Chief Operating Officer or designee who will make a determination as to whether there is sufficient evidence to support an appeal of sanctions on the basis of:
  - the availability of new information, unavailable during the original investigation, that could be outcome determinative regarding sanctions;
  - a potential material deviation from written procedures which impacted the fairness of the process in a way that was outcome determinative;
  - the evidence presented during the investigation process may have been insufficient to find the individual responsible by a preponderance of the evidence;
  - the potential of bias by a panel member(s) which may have deprived the process of impartiality in a way that was outcome determinative; or
  - a belief that a sanction(s) is substantially disproportionate to the severity of the offense.
- The sanction appeal will be reviewed by the Chief Operating Officer or designee within five (5) business days of the sanction appeal notice, barring documented unforeseen circumstances, to determine whether there are sufficient grounds for appeal.

WHERE THERE ARE NO GROUNDS FOR APPEAL
- If the appeal does not state a ground for appeal or sufficiently meet the grounds for appeal, the appeal will be rejected by the Chief Operating Officer or designee and the decision to reject the appeal communicated to the Title IX/SaVE Coordinator. The Title IX/SaVE Coordinator will inform the Campus Director or designee and, if necessary, Human Resources of the decision.
- The Campus Director or designee will simultaneously and in writing inform the complainant and the accused of the rejection of the appeal within seven (7) business days of the determination, barring documented unforeseen circumstances.
- The Campus Director or designee will impose all sanctions on the accused student for the violation. Human Resources will impose all sanctions on the accused employee. Once the sanctions are carried out, the Campus Director or designee will inform the Title IX/SaVE Coordinator, thereby closing the case.

WHERE SANCTION APPEAL IS GRANTED
- If the sanctions appeal is granted, the Chief Operating Officer will review all information presented with the appeal and make a final sanction determination.
- Sanction appeal decisions will be completed within fourteen (14) calendar days of acceptance of the appeal grounds, barring documented circumstances that may extend the determination.
- The Title IX/SaVE Coordinator will inform the Campus Director or designee of the final sanction decision.
- The Campus Director or designee, of Human Resources if necessary, will simultaneously and in writing inform the complainant and the accused of the appeal decision within seven (7) business days of the determination, barring documented unforeseen circumstances.
- The Campus Director or designee will impose all sanctions for the violation. Once the sanctions are carried out, the Campus Director or designee will inform the Title IX/SaVE Coordinator, thereby closing the case.

SPECIAL PROCEDURAL PROVISIONS FOR SEXUAL MISCONDUCT SANCTION PROCESS
Advisor. The accused and complainant to sexual misconduct complaints have the right to the same opportunities to have an advisor of their choice, including the opportunity to be accompanied to any related meeting or proceeding by that advisor.

Nondisclosure Agreements. The College will not require a party to abide by a nondisclosure agreement, in writing or otherwise, that would prevent the re-disclosure of information related to the outcome of the proceeding.
ABUSE-FREE ENVIRONMENT

Arizona College is committed to maintaining a drug-free environment. Students who seek assistance in dealing with a possible substance abuse problem are encouraged to obtain a listing of agencies from the College administration.

As part of the “Drug Free Schools and Campuses” regulations (Section 22 of the 1989 Drug Free Schools and Communities Act), we must notify students of the regulations regarding the prohibition of the unlawful possession, use, or distribution of illicit drugs and alcohol on the institutions property or as part of its activities.

Arizona College has located resources which might assist students who find they are having difficulty with controlled substances or alcohol. If a student should find they are having such difficulties, he/she should notify an instructor or the Director immediately. The resources will assist in referral and/or treatment. Any Arizona College student who consumes or distributes drugs or alcohol on the school premises will be terminated from the program.

Abuse of legal or illegal drugs and alcohol can cause physical, mental, emotional and social harm. Chronic abuse of drugs, especially by intravenous use, can lead to life-threatening complications such as bacterial endocarditis, hepatitis, thrombophlebitis, pulmonary emboli, gangrene, malnutrition, gastrointestinal disturbances, respiratory infections, musculoskeletal dysfunction, trauma and psychosis. Chronic alcohol and abuse brings with it a vast array of physical and mental complications: gastritis, acute pancreatitis, anemia, malnutrition and other nutritional deficiencies, hepatitis, cirrhosis, cardiomyopathy, congestive heart failure and organic brain damage. Applicable federal and state laws provide several penalties, including forfeiture of property, for the use, possession and/or distribution of illicit drugs. Arizona and federal laws regarding drinking age, the use of false identification and the use of illicit drugs or the distribution of same are well publicized.

Arizona College will provide notice to each student who has lost eligibility due to drug convictions for any grant, loan, or work-study assistance as a result of penalties under 484(r)(1) of the HEA a separate clear, and conspicuous written notice that notifies the student of the loss of eligibility and advises the student of the ways in which to regain eligibility under section 484(r)(2) of the HEA.

CRIME AWARENESS AND CAMPUS SECURITY

In keeping with the requirements of the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act, the College makes available to all current students and employees the campus security report in its entirety. This report contains actual campus statistics as well as all required policies, procedures and disclosures. A copy of this report may be found on the Arizona College website under “Important Disclosures.”

As part of the “Institutional Security Policies and Crime Statistics” regulations (Section 688.48) we must notify students of our regulations regarding the reporting and documenting of crimes that occur on campus. Every Arizona College student has the option to notify proper law enforcement authorities, including on-campus (Administrator) and local police, and the option to be assisted by campus authorities (Administrator) in notifying these authorities, if the student chooses to do so.

MALPRACTICE AND LIABILITY COVERAGE

All students are covered by a malpractice/liability insurance policy provided by the College. This coverage is inclusive of all classroom, laboratory and clinical externship sites while under the supervision of a faculty member or preceptor; however, such coverage does not extend to acts performed by the student for which compensation is provided to the student, nor does it extend to acts performed outside the scope of practice of the student.

COPYRIGHT ACT COMPLIANCE

Students are expected to comply with the provisions of the Copyright Act of 1976 pertaining to photocopying of printed materials, copying of computer software and videotaping.

TECHNOLOGY RESOURCE STANDARDS

Use of the College’s computers to access pornographic sites or other inappropriate sites or material is strictly prohibited. Any student who uses the College’s computers for this purpose will be suspended, lose access to the computers, or be terminated from the program.

New technology has made many creative works widely available through the Internet. For example, the technology known as Peer to Peer (P2P) allows for the transmission of music, videos, movies, software, video games and other materials – most of which is subject to copyright protection. Use of P2P technology to transmit copyrighted material is illegal and a violation of Arizona College policies.

PARKING

Students may park their vehicles in the designated areas of the lot. Please ask an administrative staff member for clarification.

INSTRUCTIONAL METHODOLOGY

All Allied health programs taught at Arizona College are residential programs and are not offered through Distance Education or Online. The General Education courses in the Nursing program may be offered residentially or in a blended format.

TARDY FOR EXAM

Students arriving late for an exam will take the exam during the remaining class time. The testing period ends at the conclusion of the class period. The exam will be scored at full credit. Once commencing an examination, a student has until the end of the period to complete it.
If a student does not attend the testing period, the exam will be made up on the scheduled examination make up day at one-half credit or full credit with third party approved documentation.

**COLLEGE REVISION/CHANGES**

Arizona College reserves the right to relocate its physical location and revise its courses in content, methodology, length and emphasis, change or amend the regulations set forth herein, or makes any such rules that may be required for the health and general welfare of all students.

**CELL PHONES**

The use of cell phones may be permitted at the faculty member’s discretion to enhance the classroom’s education environment. When not in use, cell phones and other communication devices should be silent.

**VOICE/AUDIO RECORDING**

Lectures may be voice recorded at the instructors’ discretion, although the video taping of any lecture/practical is prohibited in the classroom by recorders of any kind (e.g. voice recorders, Smartphones).

**LAPTOP USE**

Laptop use is permitted in the classroom for educational purposes only. Its use should not be disruptive to other students or faculty.

**ALLIED HEALTH DRESS CODE**

Students of Arizona College are expected to comply with the dress code of the healthcare profession by wearing the Arizona College issued scrubs. Each student receives two sets of scrubs which are required to be worn in class and in clinical experiences. A warm-up jacket is also provided as an option but not required to be worn. Additional uniforms may be purchased through the college. If a student is not adhering to the entire college dress code, they will be asked to leave the campus or clinical setting. This will result in an absence. Students who wish to adapt the uniform for cultural and/or religious reasons need to consult with the Program Director or Campus Director prior to the first day of class.

The following guidelines have been established to meet the dress requirements for Arizona College Allied Health programs:

- The student uniforms must be neat and clean, and properly fit.
- A Student Photo ID tag must be worn and visible at all times in classroom and clinical settings.
- Uniform style shoes or white leather sport shoes, non-porous and closed without a heel. The shoe should present minimal color. Laces must be tied, clean and white.
- Plain white or black shirt may be worn under the uniform tunic top (tucked into scrub bottoms) to cover tattoos or provide warmth.
- Hair must be clean and pulled back from the face while in uniform. Hair color that is distracting or not natural is prohibited.
- No hats, caps, or bandannas of any kind may be worn in the classroom or clinical setting.
- No visible tattoos are permitted. Tattoos must be covered at all times in classroom and clinical settings.
- Small plain earrings may be worn in pierced ears. No body piercing jewelry is to be visible. Clear spacers may replace body piercings while in class or at clinical. Dermal implants should be covered with a flesh colored bandage. This policy is in effect for the safety of both students and patients to eliminate potential sources of infection and/or injury as well as to avoid distractions to patients/clients who are in the care of students. Clinical facilities may have additional guidelines that will be required.
- Jewelry is to be kept minimal. Only wedding/engagement rings and a wristwatch are allowed. No necklaces, pins or bracelets are to be worn with the uniform.
- Makeup should be minimal and natural.
- Facial hair must be short and neatly trimmed.
- Fingernails must be natural (no acrylics), short and neatly trimmed. Clear or pale color polish is encouraged.
- Students must maintain personal hygiene. Students must bathe daily and use deodorant. No offensive body odors such as tobacco, perfumes, etc.

**NURSING, BSN DRESS CODE**

See Nursing Student Handbook.

**CONDUCT**

Students shall maintain professional behavior at all times. The following are examples of unprofessional behavior provided that will result in disciplinary action by Arizona College. This list is not comprehensive.

**Unprofessional Behavior**

- Any behavior that disrupts the learning environment and makes concentration and/or learning difficult for others.
- Physical violence or abuse of any person(s) on campus or clinical sites.
- Conduct that threatens or endangers the health or safety of others.
- Forcible interference with the freedom of movement of any staff, student or guest of the school.
- Use or possession of firearms, ammunition or other dangerous weapons, substances, material, bombs, explosives or incendiary devices.
- Theft of or damage to College property or the property of Arizona College staff or students.
- Gambling on the premises.
- Failure to comply with the verbal or written direction of any official acting in the performance of his/her duties and in any scope of his/ her employment.
- Unauthorized entry or use of College facilities.
STUDENT RIGHTS AND RESPONSIBILITIES

- Use, possession, or distribution of any narcotic or drug.
- Be under the influence of alcohol, or in possession of alcoholic beverages and other chemical intoxicants at College facilities or any clinical site.

Academic Integrity

Violations of academic integrity are those that permit a student to gain an unfair advantage over other students. Any purposeful deception in the preparation and/or submission of papers and assignments and completion of exams, tests or quizzes is considered cheating and is a violation of academic integrity. This list is not all inclusive and instructors may establish additional standards based on the nature of the course or the setting in which the course takes place. The following actions can subject a student to disciplinary action up to and including dismissal from the College and program:

- copying from others during an examination
- communicating exam answers with another student during an exam
- taking an exam for another student or having someone take an exam for you
- using unauthorized materials, prepared answers, written notes or information during an exam
- tampering with an examination AFTER it has been corrected then returning it for more credit
- removing tests from classroom or duplicating tests or test review answers during any test review session
- offering another’s work as one’s own (plagiarism)
- collaborating or sharing answers for a take-home exam or assignment UNLESS it is specifically authorized by the instructor
- submitting written material that is fraudulent and/or untruthful
- offering money, gifts, or any service to a faculty member or any other person to gain academic advantage for oneself
- lying by deliberately misrepresenting by words, actions, or deeds any situation or fact in part or in whole, for the purposes of enhancing one’s academic standing or for the purpose of avoiding or postponing the completion of any assignment, duty, or test, in a course or clinical experience

Procedure

Any member of the Arizona College staff, students, members of the community, or healthcare personnel in clinical settings may report a violation of the Code of Conduct.

- If the student admits to the behavior or if the Instructor/Director discovers through investigation that the allegation is supported, then sanctions must be determined. The Instructor and Dean will consider the intent of the violation when determining the consequences.
- If action is to be taken, the Instructor and Director must meet with the student to inform him/her of the actions.
- In certain circumstances, the Director may impose an interim suspension prior to the hearing before a review committee. Suspension can be imposed:
  - to ensure safety and wellbeing of Arizona College community
  - to ensure student’s own physical, mental safety
  - to prevent potential disruption or interference to normal operations

Sanction for Violations of Professional Conduct

Violations are not required to be for similar incidents in order to progress through the disciplinary process.

First Offense

Mandatory Sanctions

- Warning – A verbal or written notice to the student

Discretionary Sanctions

- College suspension for up to three months
- Permanent expulsion from Arizona College

Second Offense

Mandatory Sanctions

- Probation – A verbal or written notice to the student and a specific time period designated where additional violations will lead to additional disciplinary actions

Discretionary Sanctions

- College suspension for up to three months
- Permanent expulsion from Arizona College

Third Offense

Mandatory Sanctions

- Suspension for up to three months

Discretionary Sanctions

- Permanent expulsion from Arizona College
Sanctions for Violations of Academic Integrity

Mandatory sanctions are minimum sanctions required for violation of the Academic Integrity Policy. Discretionary sanctions may be also imposed if deemed appropriate by Dean.

First Offense

Mandatory Sanctions

• Zero credit for entire paper, exam, quiz, homework, lab

Discretionary Sanctions

• College suspension for up to three months
• Permanent expulsion from Arizona College

Second Offense

Mandatory Sanctions

• Failing grade for the course
• Second offense may or may not be in the same course, program or term as the first offense to invoke this sanction. Withdrawal from course will not alter the awarding of a failing grade

Discretionary Sanctions

• College suspension for up to three months
• Permanent expulsion from Arizona College

Third Offense

Mandatory Sanctions

• Permanent expulsion from Arizona College
• Third offense need not be in the same location, course, program or term as 1st and 2nd issues

A student may appeal the consequences – See Arizona College Grievance Policy

RADIATION MANAGEMENT

Arizona College has an institutional policy on radiation management that complies with applicable regulations related to radiation hygiene and protection, ionizing radiation. A copy of the policy can be located at www.arizonacollege.edu/disclosures/
ARIZONA COLLEGE HEALTHCARE TRAINING
Accredited Education in Health Occupations
Since the publication of the 2018 Academic Catalog the following changes have been implemented. All changes will be included in the publication of the 2018 Academic Catalog.

<table>
<thead>
<tr>
<th>Pages on which change Appears</th>
<th>Effective date of change</th>
<th>Change or updates</th>
</tr>
</thead>
<tbody>
<tr>
<td>32</td>
<td>6/29/2018</td>
<td>The Following course Description is being added to the course descriptions:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>BIO189 Fundamentals of Biology (3 credits)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Course Description</td>
</tr>
<tr>
<td></td>
<td></td>
<td>A survey of basic biological concepts for health sciences including basic characteristics and differences of organisms including; structure, function and interactions of biomolecules, the evolutionary context for microbial resistance and pathogenesis, genetic backgrounds and predispositions of populations as well as basic genetics and basic cell and molecular biology including metabolism, cellular structure and physiology. Emphasis is placed on relevance to human biology.</td>
</tr>
<tr>
<td>31</td>
<td>6/29/2018</td>
<td>Added to Program of Study:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>BIO 189 Fundamentals of Biology (3 credits)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Moved to footnote:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>** HCR 220 and BIO 189 either satisfy the same 3 credit hour requirement</td>
</tr>
<tr>
<td>3/1/2017</td>
<td></td>
<td>The following is added to the end of the “HESI A 2 Retesting Policies”</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• A minimum of 3 days is required between attempts one &amp; two. A minimum of 14 days is required between the second and third retakes.</td>
</tr>
<tr>
<td>3</td>
<td>8/27/2018</td>
<td>The following section is added to the Campuses section:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The Tempe Campus (non-main) is located in the busy Broadway curve area. It has approx 25,000 square feet and is dedicated to Nursing Education.</td>
</tr>
<tr>
<td>4</td>
<td>8/27/2018</td>
<td>“Nursing program is offered only at the Mesa and Nevada Campuses.” Is change to “Nursing program is offered only at the Tempe and Nevada and Dallas Campuses.”</td>
</tr>
<tr>
<td>50</td>
<td>8/27/2018</td>
<td>“(one each from the Mesa and Las Vegas campuses),” is changed to “(one each from the Tempe, Dallas and Las Vegas campuses),”</td>
</tr>
<tr>
<td>56</td>
<td>8/27/2018</td>
<td>The mailing address for the Title IX coordinator is changed from “Mailing Address: 4425 W. Olive Ave, Ste.300, Glendale, AZ 85302 or 163 N. Dobson Rd., Mesa, AZ 85201” to “2510 W. Dunlap ave., suite 290, Phoenix, AZ 85021”</td>
</tr>
<tr>
<td>Inside cover</td>
<td>8/27/2018</td>
<td>The Mailing address of the Tempe Campus is added:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1620 West Fountainhead Parkway, Suite 110, Tempe, Arizona 85282 (855) 706-8382</td>
</tr>
<tr>
<td>Date</td>
<td>Changed Content</td>
<td></td>
</tr>
<tr>
<td>------------</td>
<td>---------------------------------------------------------------------------------</td>
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<tr>
<td>9/25/2018</td>
<td>The following statement is added to the bottom of page:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>&quot;The Nursing program consists of 9 Semesters. The entire program is approximately 144 weeks.&quot;</td>
<td></td>
</tr>
<tr>
<td>10/15/2018</td>
<td>Program name “Health Information Specialist” is changed to “Medical Billing &amp; Coding Specialist”</td>
<td></td>
</tr>
<tr>
<td>11/7/2018</td>
<td>Added sentence, “The policy listed below is for Institutional withdraw. No refunds will be issued for individual courses that are dropped.” To last sentence in 1st paragraph of Nevada Refund Policy.</td>
<td></td>
</tr>
<tr>
<td>11/7/2018</td>
<td>Changed the word “program” to “semester” under Nevada Refund Policy.</td>
<td></td>
</tr>
<tr>
<td>01/1/2019</td>
<td>“3. Passing score on Evaluation test” changed to “3. Completion of Evaluation test”</td>
<td></td>
</tr>
</tbody>
</table>
Glendale Campus Catalog Addenda  
Effective 2/26/2019

OWNERSHIP:
Eduvision, Inc. d.b.a.: Arizona College

NATIONAL LEADERSHIP:
Nick J. Mansour III  President and Chief Executive Officer  Master of Business Administration  Stanford University
Marie Hallinan  Chief Operating Officer of Nursing  M.A. English  University of Dayton
Thomas Williams  Chief Marketing Officer  Master of Business Administration, Marketing  Indiana State University
Ryan Svendsen  Vice President of Finance  Bachelor of Business Administration  University of Arizona
Eric Sisak  Vice President of Digital Marketing & Analytics  Master Business Administration, Marketing  Carnegie Mellon University
Dr. Patrick Robinson  Provost / Chief Academic Officer  PhD of Nursing  Loyola University Chicago
Maddie Caballo  Vice President of Allied Health  Master Business Administration, Marketing  Carnegie Mellon University
Matthew D. Calhoun  Vice President of Regulatory Affairs & Student Finance  Master of Education  Northern Arizona University
Damien Mach  Vice President of Admissions  Master of Business Administration  Keller Graduate School of Business

CAMPUS ADMINISTRATION:
Juan Sanchez  Director of Allied Health Financial Service
Lisa Beaman  Campus Director
Amber Brewer  Director of Enrollment Services  Masters of Organizational Management  University of Phoenix

FACULTY:
Amanda Cone  Instructor-Medical Assisting  Medical Assisting Certification  Everest College
Barbara McClure  Instructor-Medical Assisting  Medical Assisting Certification  Carrington
Donna Marion  Instructor-Medical Assisting  Medical Assisting  Carrington
Irma De La Rosa  Program Director - MA/ Dir of Education  Bachelor’s Degree/Medical Assisting Diploma  Grand Canyon University/Sanford Brown College
Jeremy Sneed  Instructor-Pharmacy Technician  Medical Assisting Certificate  Everest College
Laura Eks-Landolfo  Instructor-Medical Assisting  MSN  Colorado University
Marlys Neis  Instructor-Medical Assisting  Healthcare Administration  Grand Canyon University
Michelle Plohserski  Program Director – Pharmacy  Phlebotomy Certification  Arizona College
Patti Harris  Program Director – Dental Assisting  Bachelor’s Degree  Midwestern State University
Paula Ladd  Instructor-Medical Assisting  Associate of Science  South Mountain Comm College
Rekha Manoharan  Instructor-Dental Assisting  Business Management  Anthem Online College
Rosemary Angle  Program Director – Massage Therapy  Business Management  Anthem Online College
Roxana Cheno  Instructor-Medical Assisting  Medical Assistant Program  Bryman College
Ryan Hester  Instructor-Dental Assisting  Occupational Education  Wayland Baptist University
Selena Flores  Asst. Program Manager-MA  Medical Assisting Certificate  Apollo College
Sharon Richard  Program Director – HIS  Medical Assisting Certificate  Apollo College
Stacey Tamer  Instructor- Health Information  Medical Assisting Diploma  The Bryman School
Valerie Harris  Instructor- Medical Assisting  Medical Assisting Diploma  The Bryman School
### ADMINISTRATION:

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Degree</th>
<th>Institution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sharon Williams</td>
<td>Career Services Advisor</td>
<td>Master of Business Administration</td>
<td>University of Phoenix</td>
</tr>
<tr>
<td>Cole Leslie</td>
<td>Business Operations Manager</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cole Leslie</td>
<td>Director of Admission (Allied Health)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### FACULTY:

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Degree</th>
<th>Institution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alexandra McPherson</td>
<td>Instructor - Health Information</td>
<td></td>
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</tr>
<tr>
<td>Geri Castro</td>
<td>Program Director-Medical Assisting</td>
<td>Masters of Business Administration</td>
<td>Davenport University</td>
</tr>
<tr>
<td>Irais Lazo</td>
<td>Instructor – Health Information</td>
<td>Medical Billing and Coding - Diploma</td>
<td>Bryman School</td>
</tr>
<tr>
<td>Jamie Brabeau</td>
<td>Instructor – Pharmacy Technician</td>
<td>Pharmacy Technology - Diploma</td>
<td>Pima Medical Institute</td>
</tr>
<tr>
<td>Jennifer C. Laidler</td>
<td>Program Director - Health Information</td>
<td>Bachelor of Social Work</td>
<td>Arizona State University</td>
</tr>
<tr>
<td>Jennifer Johnson</td>
<td>Medical Assisting - Instructor</td>
<td>Medical Assisting – Diploma</td>
<td>Carrington College</td>
</tr>
<tr>
<td>Jennifer Turley</td>
<td>General Education Chair</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jodie Lynn Denogean</td>
<td>Instructor – Medical Assisting</td>
<td>Medical Assisting Diploma</td>
<td>Carrington College</td>
</tr>
<tr>
<td>Kali Andrews</td>
<td>Instructor - Healthcare Administration</td>
<td>Master of Arts, Adult Education and Training</td>
<td>University of Phoenix</td>
</tr>
<tr>
<td>Kathleen Hoyman</td>
<td>Faculty-Bachelor of Nursing</td>
<td>Master of Science in Nursing</td>
<td>Grand Canyon University</td>
</tr>
<tr>
<td>Kenna Walker</td>
<td>Massage Therapy Clinic Supervisor</td>
<td>Massage Therapy – Diploma</td>
<td>Arizona College</td>
</tr>
<tr>
<td>Kim Abdelaziz</td>
<td>Nursing Faculty</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kimberly Farned</td>
<td>Program Director – Dental Assisting</td>
<td>Bachelors of Technical Management</td>
<td>Devry University</td>
</tr>
<tr>
<td>Linda Price</td>
<td>Instructor-Medical Assisting</td>
<td>Medical Assisting - Diploma</td>
<td>Bryman College</td>
</tr>
<tr>
<td>Michael Ryan</td>
<td>Program Director- Massage Therapy</td>
<td></td>
<td>Mesa College</td>
</tr>
<tr>
<td>Mark Loper</td>
<td>Instructor – Pharmacy Technician</td>
<td>Associates in Arts/Pharmacy Technology Certification</td>
<td>Mesa Community College</td>
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<tr>
<td>Nathan Schneider</td>
<td>Instructor – Healthcare Administration</td>
<td>Master of Teaching English to Speakers of Other Languages</td>
<td>Arizona State University</td>
</tr>
<tr>
<td>Rekha Kishore</td>
<td>Instructor- Dental Assisting</td>
<td>Bachelor of Dental Surgery</td>
<td>Rajiv Gandhi University of Health Science</td>
</tr>
<tr>
<td>Robert C. Walters</td>
<td>Instructor- Medical Assisting</td>
<td>Associate of Applied Science in Medical Assisting</td>
<td>Lakeland Medical and Dental Academy</td>
</tr>
<tr>
<td>Thai Huynh</td>
<td>Program Director- PT/Dir of Education</td>
<td>Master of Education in Teaching and Teacher Education</td>
<td>University of Arizona</td>
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## ADMINISTRATION:

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<tr>
<th>Name</th>
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<tbody>
<tr>
<td>Tracey Schreiner</td>
<td>Dean of Nursing</td>
<td>Master of Business Administration</td>
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</tr>
<tr>
<td>Victor Quezada</td>
<td>Business Operations Manager</td>
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<tr>
<td>Stephanie Bondeson</td>
<td>Program Manager-Nursing</td>
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<tr>
<td>Eric Rollins</td>
<td>Director of Admissions (Nursing)</td>
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## FACULTY:

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<tr>
<th>Name</th>
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<tbody>
<tr>
<td>Alexandra McPherson</td>
<td>Instructor - Health Information</td>
<td></td>
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</tr>
<tr>
<td>Kim Abdelaziz</td>
<td>Nursing Simulation Manager</td>
<td>Masters of Science in Nursing Leadership</td>
<td>Grand Canyon University</td>
</tr>
<tr>
<td>Ronda Doolen</td>
<td>Nursing Core Chair</td>
<td>Master of Science in Nursing Leadership</td>
<td>Grand Canyon University</td>
</tr>
<tr>
<td>Aaron Cyr</td>
<td>Nursing Faculty</td>
<td>Masters in Nursing Education</td>
<td>Grand Canyon University</td>
</tr>
<tr>
<td>Tamara Greabell</td>
<td>Nursing Faculty</td>
<td>Masters in Management and Leadership</td>
<td>Webster University</td>
</tr>
<tr>
<td>Karen Greenburg</td>
<td>Nursing Faculty</td>
<td>Masters of Science in Nursing Leadership</td>
<td>Grand Canyon University</td>
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<tr>
<td>Holly Howard</td>
<td>Nursing Faculty</td>
<td>Masters in Nursing Education</td>
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<tr>
<td>Amber Kool</td>
<td>Nursing Faculty</td>
<td>Masters in Nursing Education</td>
<td>Grand Canyon University</td>
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<tr>
<td>Cynthia North</td>
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<tr>
<td>Mary Thomas</td>
<td>Nursing Faculty</td>
<td>Masters of Science in Health Education</td>
<td>University of Nebraska</td>
</tr>
<tr>
<td>Danielle Luna</td>
<td>Instructor - Healthcare Administration</td>
<td>Master of Education in Global Training and Development</td>
<td>North Central University</td>
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<tr>
<td>Dorothy Faltys</td>
<td>Nursing Faculty</td>
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## Administration

<table>
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<tr>
<th>Name</th>
<th>Job Position</th>
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<tbody>
<tr>
<td>Dr. Patricia Alpert</td>
<td>Dean, School of Nursing</td>
<td>Doctorate in Public Health: Preventive Care</td>
<td>Loma Linda University</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Master of Science in Nursing</td>
<td>University of Hawaii at Manoa</td>
</tr>
<tr>
<td>Ms. Catherine Chege</td>
<td>Campus Director/Director of Admissions</td>
<td>Master of Business Administration Master of Human Resource Management</td>
<td>Keller Graduate School of Management</td>
</tr>
<tr>
<td>Ms. Kiersten Garcia</td>
<td>Director of Financial Aid</td>
<td>Bachelor of Science in Business Administration</td>
<td>Brandman University</td>
</tr>
<tr>
<td>Ms. Ayesha Khawaja</td>
<td>Lab and Simulation Director</td>
<td>Master of Public Health</td>
<td>Kaplan University</td>
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## Administrative Staff

<table>
<thead>
<tr>
<th>Name</th>
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<th>Highest Degree</th>
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<tbody>
<tr>
<td>Ms. Janeth Acosta</td>
<td>Admissions Advisor</td>
<td>Bachelor of Business Administration</td>
<td>American Intercontinental University</td>
</tr>
<tr>
<td>Ms. Doris Alexander</td>
<td>Admissions Advisor</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ms. Ella Alvarez</td>
<td>Financial Aid Representative</td>
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</tr>
<tr>
<td>Ms. Alicia Alivillar</td>
<td>Campus Coordinator</td>
<td>Billing and Coding Certificate</td>
<td>Arizona College, Glendale</td>
</tr>
<tr>
<td>Ms. Stephanie Bell</td>
<td>Admissions Advisor</td>
<td>Master of Business Administration</td>
<td>American Intercontinental University</td>
</tr>
<tr>
<td>Ms. Dama Foerstner</td>
<td>Executive Administrative Assistant to the Dean</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ms. Jennifer Gormly</td>
<td>Learning Resource Coordinator</td>
<td>Master of Arts in Special Education</td>
<td>California State University, Fresno</td>
</tr>
<tr>
<td>Mr. Kenneth Longworth</td>
<td>Information Technology Coordinator</td>
<td>Associates of Applied Sciences</td>
<td>College of Southern Nevada</td>
</tr>
<tr>
<td>Ms. Kristie Menjivar</td>
<td>Lab Assistant</td>
<td>Bachelor of Science</td>
<td>Nevada State College</td>
</tr>
<tr>
<td>Ms. Marni Montgomery-Blake</td>
<td>BSN Program Manager</td>
<td>Bachelor of Arts in Elementary Education</td>
<td>Idaho State University</td>
</tr>
<tr>
<td>Ms. Cecilia Taylor</td>
<td>Front Desk Administration</td>
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<tr>
<td>Mr. Bruce Walker</td>
<td>Admissions Advisor</td>
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## General Education Faculty

<table>
<thead>
<tr>
<th>Name</th>
<th>Job Position</th>
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<tbody>
<tr>
<td>Dr. Luz Garza</td>
<td>General Education Chair</td>
<td>PhD Health Psychology</td>
<td>Northcentral University</td>
</tr>
<tr>
<td>Dr. Corey Geurink</td>
<td>General Education: Lead Science Faculty</td>
<td>PhD in Biology</td>
<td>University of Nevada, Las Vegas</td>
</tr>
<tr>
<td>Ms. Maria Stafford</td>
<td>General Education: Lead Faculty Humanities</td>
<td>Master of Fine Arts</td>
<td>University of Arkansas</td>
</tr>
<tr>
<td>Dr. Robert Vaughn</td>
<td>General Education: Math/Stats Faculty</td>
<td>PhD in Physics</td>
<td>University of Nevada, Las Vegas</td>
</tr>
<tr>
<td>Dr. Israel Alvarado</td>
<td>General Education Adjunct Science Faculty</td>
<td>PhD in Biochemistry</td>
<td>University of Nevada, Las Vegas</td>
</tr>
<tr>
<td>Ms. Joseph Cooper</td>
<td>General Education Adjunct Science Faculty</td>
<td>Master of Science Degree Physician Assistant Certificate Program</td>
<td>Ohio State University National Naval Medical Center</td>
</tr>
<tr>
<td>Name</td>
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<td>Education/Certifications</td>
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<tr>
<td>Ms. Jennifer Crownhart</td>
<td>General Education Adjunct Humanities Faculty</td>
<td>Master of Arts in Anthropology, Master of Art in Policy Studies, Master of Art in Political Studies</td>
<td>Washington State University, University of Washington, University of Idaho</td>
</tr>
<tr>
<td>Dr. Nicole Espinoza</td>
<td>General Education Science Adjunct Faculty</td>
<td>EdS Doctorate in Science Education</td>
<td>University of Nevada, Las Vegas</td>
</tr>
<tr>
<td>Dr. Joshua Greenwood</td>
<td>General Education Science Adjunct Faculty</td>
<td>PhD in Ecology/Evolution, Master of Science in Biotechnology</td>
<td>University of Nevada, Las Vegas, West Virginia State University</td>
</tr>
<tr>
<td>Ms. Amanda Kidman</td>
<td>General Education Science Adjunct Faculty</td>
<td>Master of Science in Biology</td>
<td>University of Nevada, Las Vegas</td>
</tr>
<tr>
<td>Dr. Eshani Lee</td>
<td>General Education Science Adjunct Faculty</td>
<td>EdS Doctorate in Science Education: Chemistry</td>
<td>University of Nevada, Las Vegas</td>
</tr>
<tr>
<td>Mr. Cornel Ormsby</td>
<td>General Education Math Adjunct Faculty</td>
<td>Master of Arts in Mathematics</td>
<td>California State University</td>
</tr>
<tr>
<td>Ms. Jacqueline Phan</td>
<td>General Education Adjunct Science Faculty</td>
<td>Master of Science in Biochemistry</td>
<td>University of Nevada, Las Vegas</td>
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<tr>
<td>Dr. Barbara Purdy</td>
<td>General Education Adjunct Science Faculty</td>
<td>PhD in Chemistry</td>
<td>University of Wyoming</td>
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<tr>
<td>Ms. Karen Savarese</td>
<td>General Education Adjunct Psychology Faculty</td>
<td>Master of Arts in Psychology</td>
<td>Ferkauf Graduate School of Psychology</td>
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<tr>
<td>Ms. Juan Vigil</td>
<td>General Education Adjunct Humanities Faculty</td>
<td>Master of Arts in English, Master of Science in Political Science, Master of Public Administration, Master of Science in Criminal Justice</td>
<td>Southern New Hampshire University, American Public University, University of New Mexico, Troy University</td>
</tr>
<tr>
<td>Mr. Kevin Wester</td>
<td>General Education Adjunct Psychology Faculty</td>
<td>Master of Arts in Counseling Psychology, Master of Arts in Teaching, Master of Social Work, Master of International Relations</td>
<td>Vermont College, The Union Institute &amp; University, Connecticut College, University of Nevada, Las Vegas, Salve Regina University</td>
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<tr>
<td><strong>Core Nursing</strong></td>
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<tr>
<td>Dr. Daniel Navarro</td>
<td>Core Nursing Chair</td>
<td>Doctorate of Nursing Practice</td>
<td>University of Nevada, Las Vegas</td>
</tr>
<tr>
<td>Mr. Kevin Gulliver</td>
<td>Core Nursing Faculty</td>
<td>Master of Science in Nursing: Nursing Education</td>
<td>University of Nevada, Las Vegas</td>
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<tr>
<td>Ms. Cynthia Lasenby</td>
<td>Core Nursing Faculty</td>
<td>Master of Science in Nursing</td>
<td>University of Phoenix</td>
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<tr>
<td>Ms. Jeanette Rosenberg</td>
<td>Core Nursing Faculty</td>
<td>Master of Science in Nursing</td>
<td>Walden University</td>
</tr>
<tr>
<td>Ms. Shannon Scott</td>
<td>Core Nursing Faculty</td>
<td>Master of Science in Nursing: Leadership</td>
<td>Grand Canyon University</td>
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<tr>
<td>Dr. Marianne Tejada</td>
<td>Core Nursing Faculty</td>
<td>Doctorate of Nursing Practice</td>
<td>Western Pacific University Health Sciences</td>
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<tr>
<td>Name</td>
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<tr>
<td>Dr. Diane Thomason</td>
<td>Core Nursing Faculty</td>
<td>PhD in Nursing</td>
<td>University of Washington</td>
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<tr>
<td>Dr. Tracy Foley</td>
<td>Core Nursing Adjunct Faculty</td>
<td>Doctorate of Nursing Practice</td>
<td>University of Nevada, Reno</td>
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<tr>
<td>Ms. Irene Gob</td>
<td>Core Nursing Adjunct Clinical Faculty</td>
<td>Master of Science in Nursing</td>
<td>Western Governors University</td>
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<tr>
<td>Dr. Cathleen Hamel</td>
<td>Core Nursing Adjunct Faculty</td>
<td>DNS in Nursing Leadership &amp; Education Nurse Executive Fellow</td>
<td>Sage Colleges Wharton School/J &amp; J Program</td>
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<tr>
<td>Dr. Judith Hochberger</td>
<td>Core Nursing Adjunct Clinical Faculty</td>
<td>PhD in Education Master of Science in Nursing</td>
<td>Temple University State University of NY at Buffalo</td>
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<tr>
<td>Dr. Ansy John</td>
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<tr>
<td>Dr. Sherri Lindsey</td>
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<td>University of Nevada, Reno</td>
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<tr>
<td>Ms. Angelina Nguyen</td>
<td>Core Nursing Adjunct Faculty</td>
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<tr>
<td>Ms. Jennifer Rivera</td>
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<td>Grand Canyon University</td>
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<tr>
<td>Dr. Misty Wright-Genous</td>
<td>Core Nursing Adjunct Faculty</td>
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### ADMINISTRATION:

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<tr>
<th>Name</th>
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<tbody>
<tr>
<td>Cassie DelCheccolo</td>
<td>Dean of Nursing</td>
<td>Doctor of Philosophy in Education in Nursing Education</td>
<td>Capella University</td>
</tr>
<tr>
<td>Sherri Springer</td>
<td>Campus Director</td>
<td>Bachelor of Science in Business Management</td>
<td>Florida Metropolitan University</td>
</tr>
<tr>
<td>Trevor Blow</td>
<td>Financial Aid Director</td>
<td>Bachelor of Science in Finance</td>
<td>Louisiana Tech University</td>
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### FACULTY:

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<th>Name</th>
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<tbody>
<tr>
<td>Corey Christen</td>
<td>Adjunct Faculty</td>
<td>Master of Science in Biology</td>
<td>Clemson University</td>
</tr>
<tr>
<td>Arlandis Jones</td>
<td>Adjunct Faculty</td>
<td>Master of Fine Arts in Fiction</td>
<td>Southern NH University</td>
</tr>
<tr>
<td>Suja Joseph</td>
<td>Adjunct Faculty</td>
<td>Master of Arts in English</td>
<td>Minnesota State University</td>
</tr>
<tr>
<td>Valencia McKinzie</td>
<td>Adjunct Faculty</td>
<td>Master of Science in Nursing Education</td>
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### STAFF:

<table>
<thead>
<tr>
<th>Name</th>
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<th>Degree</th>
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<tbody>
<tr>
<td>Kawine Doss</td>
<td>Admissions Advisor</td>
<td>Master of Science in HR Mgmt</td>
<td>Walden University</td>
</tr>
<tr>
<td>Athena Olinger</td>
<td>Admissions Advisor</td>
<td>Bachelor of Science in Behavioral Science</td>
<td>California State Polytechnic University-Pomona</td>
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<tr>
<td>Tricia Brewer</td>
<td>Admissions Coordinator</td>
<td></td>
<td>South University</td>
</tr>
<tr>
<td>Seanna Zuniga</td>
<td>BSN Program Manager</td>
<td>Certificate for Pharmacy Technician</td>
<td>PIMA Medical Institute</td>
</tr>
<tr>
<td>Jimmy Farned</td>
<td>Information Technology</td>
<td>Bachelor of Arts in Computer Information Systems</td>
<td>University of Houston-Clear Lake</td>
</tr>
<tr>
<td>LaTonya Keams</td>
<td>Admissions Advisor</td>
<td>Bachelor of Science in Business Administration</td>
<td>Lane College</td>
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