



**ARIZONA
COLLEGESM**

2019/2020

**ACADEMIC
CATALOG**

Get the Professional
ADVANTAGE



REVISED 1.27.20

- P 4: Updated Commission on Collegiate Nursing Education (CCNE) information
- P 5: Updated 2019 Term Schedule Completion Dates chart
- P 5: Updated footnotes to include campus availability
- P 32: Removed ENG 215 from listing
- P 32: Removed footnote from PSC 101 relating to the required ENG 215
- P 33: Update Nursing Core Courses grid
- P 35: Updated “Additional Factors” copy
- P 36: Removed “Critical Thinking” Test
- P 38: Replaced descriptions for: BIO 189, BIO 201, BIO 202, BIO 205, CHM 130, ENG 101 and ENG 102
- P 38: Removed 130L from course name CHM 130
- P 39: Removed ENG 215
- P 39: Updated descriptions for: PSC 101, HCR 230, HCR 240, MAT 151, NTR 241, PSY 101, PSY 230 and PSY 240
- P 39: Removed footnote from PSC 101 and PSY 240
- P 41: Moved NUR 335/335L to Semester 8
- P 41: Moved NUR 338 to Semester 5
- P 41: Moved NUR 336/336L to Semester 8
- P 42: Moved NUR 355/355L to Semester 6
- P 42: Moved NUR 356/356L to Semester 6
- P 42: NUR 425/425L to Semester 7
- P 42: NUR 426/426L to Semester 7
- P 43: Removed 446L from NUR 446
- P 43 Changed NUR 446 course title to Professional Seminar
- P 49: Updated “Tuition” chart information
- P 55: Added NRS 394.441 (effective 9.23.19)
- P 59: Inserted content regarding holiday break
- P 62: Updated Leave of Absence Process for College of Allied Health
- P 63: Updated Grievance Procedure copy
- P 64: Inserted agencies: Texas State Board of Nursing, Florida Board of Nursing and Nevada State Board of Nursing
- P 64: Updated “open-door” policy content
- P 68: Updated FERPA content
- P 76-81: Updated Administration titles

REVISED 11.14.19

- P 4: Updated campuses general information
- P 12: Updated program weeks from 38 to 30
- P 16: Updated program weeks from 38 to 34



- P 45: Updated Admission Policies
- P 45: Updated Ability to Benefit (ATB) admission policies
- P 50: Removed New Student Orientation
- P 52: Updated Florida Refund Policy
- P 64: Update Commission on Postsecondary Education address
- P 79: Added Faculty listing to Tampa Campus Faculty and Administration
- P 81: Updated Tucson Campus Faculty and Administration listing
- P 83: Updated Index

REVISED 9.23.19

- P 4: Updated campuses general information
- P 5: Updated Bachelor of Science in Nursing (BSN) Program Academic Calendar 2019-2020 footnote
- P 48-49: Updated Nevada Refund Policy
- P 78: Added Tucson campus faculty and administration
- Back Cover: Added Tucson campus mailing address

REVISED 9.9.19

- P 8: Updated dental assistant schedule of courses
- P 18: Updated medical assistant with phlebotomy schedule of courses
- P 19-30: Removed credits/clock hours
- P 32: Updated Bachelor of Science in nursing (BSN) schedule of courses
- P 38-39: Removed credits/clock hours
- P 39: Removed HCR 220
- P 62: Updated withdrawal procedure

REVISED 7.29.19

- P 45: Admission Policy updated to add to Ability to Benefit (ATB) admission policy.
- P 45: Removed "Passing score on evaluation test"
- P 47: Changed Resource Fee from \$442 to \$541
- P 53: Added Veterans Benefits
- P 67: Removed content for Disability Resources & Services, Sexual Misconduct Policy, Dissemination of The Policy, Educational Programs, & Employee Training, Definitions & Examples of Sexual Misconduct, Sexual Assault, Sexual Violence, Without Consent, Sexual Exploitation, Domestic Violence, Dating Violence, Stalking, Confidentiality & Consent To Investigate, Emergency And Counseling Hotline Telephone Numbers, Reporting/Filing A Complaint For Title Ix (Gender/Sex Discrimination) and Sanction Process
- P 67: Added new content for Title IX/SaVE
- P 72: Update Faculty and Administration



Students working at a laminar flow hood at Glendale, AZ



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The information contained in this catalog is true and correct to the best of my knowledge.

Math Callahan
Signature of College Official

Information is current as of 01/01/20 at the time of publication. Arizona College reserves the right to change the terms and conditions outlined in this catalog and the student handbook at any time without notice. Updated information, including additions and amendments, are available via arizonacollege.edu/catalog. It is the responsibility of applicants and students to check online for updates in both publications and abide by the policies within. The catalog and handbook published online supersede all previously published editions and are in effect until a subsequent catalog and/or handbook are published.

THE CHALLENGE

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. You will find this to be a positive learning atmosphere. 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 health care workers is growing and the US Bureau of Labor Statistics projects it will continue to grow. Our programs are designed to give you the technical knowledge, hands-on learning, and skills to prepare you to work in health care. We partner with health care and related organizations for internships and clinical experiences.

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

Sincerely,



Nick Mansour
President

GENERAL INFORMATION



QUICK LINKS



855.706.8382



REQUEST INFO

ABOUT ARIZONA COLLEGE

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 health care 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.

ACCREDITATIONS

The Accrediting Bureau of Health Education Schools (ABHES) institutionally accredits Arizona College, and is listed by the United States Department of Education as a nationally recognized accrediting agency.

ABHES

7777 Leesburg Pike, Suite 314 N
Falls Church, VA 22043
703.917.9503

American Society of Health-System
Pharmacists (Glendale and Mesa Campus)
7272 Wisconsin Ave.
Bethesda, Maryland 20814
866.279.0681

The baccalaureate degree program in nursing at Arizona College of Nursing is accredited by the Commission on Collegiate Nursing Education (CCNE)
655 K Street NW, Suite 750
Washington, DC 20001
202.887.6791
www.ccneaccreditation.org

APPROVALS, LICENSURES, & MEMBERSHIPS

The college is a member of or associated with the following agencies:

- Licensed by Arizona Board for Private Postsecondary Education.
- Licensed by Nevada Commission on Postsecondary Education.
- Approved by Arizona, Florida, 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.
- Authorized by the Texas Higher Education Coordinating Board.
- Member of Career Education Colleges and Universities.
- Member of the Arizona Private School Association.

Arizona College of Nursing Tampa and Fort Lauderdale are licensed by the Commission for Independent Education (CIE), Florida Department of Education. Additional information regarding the institution may be obtained by contacting the Commission for Independent Education, Department of Education, 325 West Gaines Street, Suite 1414, Tallahassee, Florida 32399-0400, toll-free telephone number 888.224.6684.

Certificates are available for viewing in the main lobby of the college.

COLLEGE HISTORY

Arizona School of Pharmacy Technology was founded in 1990 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 allowed the addition of new programs, as well as an increase in student populations. In 2012, the name was changed to Arizona College and a second campus was added in Mesa, Arizona.

The Bachelor of Science in Nursing program was added in 2013. This was the beginning of Arizona College of Nursing. Arizona College of Nursing has continued its growth into Nevada, Texas, and Florida.

MAIN CAMPUS

The Glendale campus is located on the corner of 43rd and Olive Avenue in Glendale, Arizona. It has over 30,000 square feet and offers all Allied Health programs.

NON-MAIN CAMPUSES

The Dallas campus is located in the Northeast suburbs of the Dallas metro area. It has approximately 24,000 square feet and is dedicated to nursing education.

The Fort Lauderdale campus is located in the heart of Cypress Creek, just east of the Interstate 95/Cypress Creek exchange. It has 17,194 square feet and is dedicated to nursing education. The nursing (BS) program is the only program offered at the Ft. Lauderdale campus.

The Las Vegas campus is located just off the famous Las Vegas strip in the Sahara Rancho Corporate Center. The space has over 24,000 square feet and is dedicated to nursing education.

The Mesa campus is located off of Main Street in Mesa, Arizona. It has over 24,000 square feet and offers only Allied Health programs.

The Tampa campus is in the center of the Westshore Business District. It has approximately 19,000 square feet and is dedicated to nursing education. The nursing (BS) program is the only program offered at the Tampa campus.

The Tempe campus is located in the busy Broadway curve area. It has approximately 25,000 square feet and is dedicated to nursing education.

The Tucson campus is located on South Craycroft in Tucson, Arizona. This campus has approximately 10,000 square feet and is dedicated to nursing education.

All locations have ample parking. The classrooms and laboratories provide a working health care environment for its educational programs. Facilities are 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

These are our general hours of operation. Please contact the campus for specific times.

2019 TERM SCHEDULE

ALLIED HEALTH START DATE	MEDICAL ASSISTING W/ PHLEBOTOMY, HEALTH CARE ADMINISTRATION AND MEDICAL BILLING & CODING SPECIALIST COMPLETION DATE	PHARMACY TECHNICIAN COMPLETION DATE	MASSAGE THERAPY COMPLETION DATE	DENTAL ASSISTANT COMPLETION DATE	NURSING START DATE	APPROXIMATE COMPLETION DATE
07/29/19	02/28/20	03/27/20	04/03/20	04/24/20	04/29/19	04/24/22
09/02/19	04/03/20	05/01/20	05/08/20	05/29/20	06/24/19	06/26/22
10/07/19	05/08/20	06/05/20	06/12/20	07/03/20	08/26/19	08/21/22
11/11/19	06/12/20	07/10/20	07/17/20	08/07/20	10/21/19	10/23/22
12/16/19	07/17/20	08/14/20	08/21/20	09/11/20	01/06/20	12/18/22
01/27/20	08/21/20	09/08/20	09/25/20	10/16/20	03/02/20	02/26/23
03/02/20	09/25/20	10/23/20	10/30/20	11/20/20	05/04/20	04/23/23
04/06/20	10/30/20	11/27/20	12/04/20	01/01/21	06/29/20	06/25/23
05/11/20	12/04/20	01/08/21	01/15/21	02/05/21	08/31/20	08/20/23
06/15/20	01/15/21	02/12/21	02/19/21	03/12/21	10/26/20	10/22/23
07/20/20	02/19/21	03/19/21	03/26/21	04/16/21	07/20/20	03/19/21

2019-2020 HOLIDAYS

2019

May 28	Memorial Day
July 4	Independence Day
September 2	Labor Day
October 14	Columbus Day
November 11	Veterans Day
November 28-29	Thanksgiving Day
December 23-27	College of Allied Health Winter Break
December 31	New Year's Eve (evening classes only)

2020

January 1	New Year's Day
January 20	Martin Luther King Day
February 17	President's Day
May 25	Memorial Day

BACHELOR OF SCIENCE IN NURSING (BSN) PROGRAM' ACADEMIC CALENDAR 2019-2020

Summer Semester 2019

Session A	April 29 – June 23
Session B	June 24 – August 18

Fall Semester 2019

Session A	August 26 – October 20
Session B	October 21 – December 15

Spring Semester 2020

Session A	January 6 – March 1
Session B	March 2 – April 26

Summer Semester 2020

Session A	May 4 – June 28
Session B	June 29 – August 23

Fall Semester 2020

Session A	August 31 – October 25
Session B	October 26 – December 20

* Not available at the Glendale or Mesa campuses.

PROGRAMS OF STUDY



QUICK LINKS



855.706.8382



REQUEST INFO

DENTAL ASSISTANT



NATURE OF THE WORK

Dental assistants aid dentists in the examination and treatment of patients. Their duties include taking and developing x-rays, assisting in the operator (four-handed dentistry) and the 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 determine 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.

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

EQUIPMENT

To complete the training objective of the college, the following equipment is utilized: computers and printers, fully-operational operator, 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



MILITARY & VETERAN
PROGRAMS



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.

DENTAL ASSISTANT - SCHEDULE OF COURSES

COURSE	TITLE	LECTURE	LAB	PRACTICUM, EXTERNSHIP, INTERNSHIP	CREDITS
DENTAL THEORY					
DENT 112	Infection Control & Medical Emergencies	16	16	-	2.5
DENT 113	Dental Basics & Chairside Assisting	32	-	-	3.0
DENT 125	Radiology	32	-	-	3.0
DENT 126	Restorative Dentistry	32	-	-	3.0
DENT 127	Oral Health	32	-	-	3.0
DENT 128	Dental Specialties	32	-	-	3.0
DENTAL CLINICAL PROCEDURES					
DCP 104	Chairside Assisting Lab	-	32	-	2.0
DCP 105	Radiology Lab	-	32	-	2.0
DCP 106	Restorative Dentistry Lab	-	32	-	2.0
DCP 107	Oral Health Lab	-	32	-	2.0
DCP 108	Dental Specialties Lab	-	32	-	2.0
DENTAL ADMINISTRATIVE PROCEDURES					
DAP 115	Dental Office Management Dentrix, Patient & Records	16	16	-	2.5
COMPUTER COURSES					
COM 108	Microcomputer Concepts & Keyboarding	16	16	-	2.5
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 & Defense	32	-	-	3.0
MTP 118	Medical Terminology	32	-	-	3.0
EXTERNSHIP					
EXT 300	Externship	-	-	300	10.0
TOTALS		343	233	300	56.5

COLLEGE OF ALLIED HEALTH

HEALTH CARE ADMINISTRATION



*Health Care
Administration
program is offered
at the Glendale and
Mesa Campuses.*

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



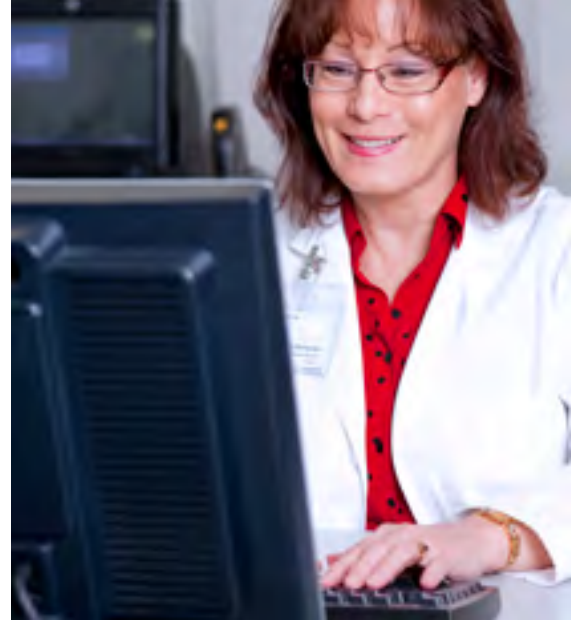
MILITARY & VETERAN
PROGRAMS

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.

HEALTH CARE ADMINISTRATION - SCHEDULE OF COURSES

COURSE	TITLE	CONTACT	LEC/LAB	CREDITS
TRANSFER OF CREDIT				
—	Transfer of Credit			40.0
OCCUPATIONAL COURSES				
HCA 220	Effective Leadership	34	34/00	3.0
COM 200	Microsoft Office Basics	34	17/17	2.5
INF 101	Health Care Informatics	34	17/17	2.5
MGT 201	Principles of Management	34	34/00	3.0
MGT 203	Human Resource Management	34	34/00	3.0
MGT 207	Managing the Medical Office	34	34/00	3.0
NTR 241	Human Nutrition	34	34/00	3.0
LAW 101	Legal Aspects of Health Care	34	34/00	3.0
ACC 111	Health Care Finance	34	34/00	3.0
GENERAL EDUCATION COURSES				
ENG 101	English Composition	34	34/00	3.0
ENG 111	Writing for Professionals	34	34/00	3.0
MAT 151	College Math	34	34/00	3.0
PSY 101	Introduction to Psychology	34	34/00	3.0
PSY 240	Human Development	34	34/00	3.0
ECO 101	Economics	34	34/00	3.0
SOC 101	Sociology	34	34/00	3.0
TQM 101	Quality Customer Service	34	34/00	3.0
SPE 101	Speech	34	34/00	3.0
TOTALS		612	578/34	93.0

MEDICAL BILLING & CODING



NATURE OF THE WORK

Medical Billing and Coding 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 health care 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 Medical Billing and Coding course is to provide a sound educational environment for instruction and training to equip its graduates for entry-level positions as medical billing and coding specialists. This is accomplished through approximately one half of the program consisting of lecture/demonstration and one half hands-on laboratory procedures.

Medical Billing and Coding program is offered at the Glendale and Mesa campuses.

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



MILITARY & VETERAN
PROGRAMS



The academic portion of the Medical Billing and Coding 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.

MEDICAL BILLING AND CODING - SCHEDULE OF COURSES

COURSE	TITLE	LECTURE	LAB	PRACTICUM, EXTERNSHIP, & INTERNSHIP	CREDITS
MEDICAL BILLING AND CODING					
MBC 101	Information Technology & Delivery Systems	16	16		2.5
MBC 102	Medical Records & Health Care Reimbursement	16	16	-	2.5
MBC 105	Medical Coding - CPT/HCPCS	-	32	-	2.0
MBC 107	Medical Diagnostic Coding	-	32	-	2.0
MBC 114	Health Insurance Management	16	16	-	2.5
MBC 115	Health Insurance Claims	16	16	-	2.5
HIT 207	Health Law Concepts & Compliance	32	-	-	3.0
MEDICAL ADMINISTRATIVE PROCEDURES					
MAP 118	Electronic Medical Records	16	16	-	2.5
MAP 208	Computerized Office Management - Medisoft	16	16	-	2.5
COMPUTER COURSES					
COM 108	Microcomputer Concepts & Keyboarding	16	16	-	2.5
HEALTH CARE FUNDAMENTALS & 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 & Defense	32	-	-	3.0
MTP 118	Medical Terminology	32	-	-	3.0
EXTERNSHIP					
EXT 200	Externship	-	-	200	6.5
TOTALS		279	201	200	45.0

MASSAGE THERAPY



Massage Therapy program is offered at the Glendale Campus.

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, 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 include resort spas, chiropractic offices, athletic teams, health clubs, cruise ships, naturopathic offices, private practice, wellness clubs, and traditional health care 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 eight and a half 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 and 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



MILITARY & VETERAN
PROGRAMS

The academic portion of the Massage Therapy program consists of three and a half (3.5) terms of ten (10) weeks each. Each term is divided into two (2) five-week sessions. The entire program is approximately 35 weeks.

MASSAGE THERAPY - SCHEDULE OF COURSES

COURSE	TITLE	CONTACT	LEC/LAB
MASSAGE THEORY & TECHNIQUE			
MTM 125	Massage for Special Populations	40	20/20
MTM 155	Swedish Massage	40	00/40
MTM 185	Eastern & Energetic Approaches	40	20/20
MTM 195	Client Care in Massage Therapy	40	20/20
MTM 200	Clinical Practicum	30	00/30
MTM 300	Advanced Clinical Practicum	100	00/100
MTM 210	Spa Techniques	40	20/20
MTM 215	Sports & Injury Massage	40	20/20
MTM 230	Muscular System: Spine & Thorax	40	20/20
MTM 240	Spine & Thorax Palpations	40	20/20
MTM 250	Pain Solutions in Massage Therapy	40	20/20
MTM 260	Muscular System: Lower Body	40	20/20
MTM 270	Lower Body Palpations	40	20/20
MTM 280	Muscular System: Upper Body	40	20/20
MTM 290	Upper Body Palpations	40	20/20
ANATOMY & PHYSIOLOGY			
MTA 105	Anatomy & Physiology	40	40/00
MTA 130	Circulation & Body Defense	40	40/00
MTA 135	Bodily Communication & Control	40	40/00
MTA 150	Business & Communication	40	40/00
MTA 160	Metabolic Processes, Elimination & Reproduction	40	40/00
TOTALS		850	440/410

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 program is to provide a sound educational environment for instruction and training to equip its graduates for entry-level positions in pharmacy-related services. Approximately half of the program consists of lecture/demonstration and 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



MILITARY & VETERAN
PROGRAMS



The academic portion of the Pharmacy Technician 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 34 weeks.

PHARMACY TECHNICIAN - SCHEDULE OF COURSES

COURSE	DIPLOMA LEVEL	TITLE	LECTURE	LAB	PRACTICUM, EXTERNSHIP, & INTERNSHIP	CREDITS
PHARMACOLOGY COURSES						
PHM 111	*	Pharmacology: Cardiovascular & Renal	32	-	-	3.0
PHM 114	*	Pharmacology: Nervous, Ear & Eye	32	-	-	3.0
PHM 117	*	Health & Wellness with Blister Packaging	32	-	-	3.0
PHM 121	*	Sterile Preparations: IV Basics	-	32	-	2.0
PHM 122	*	Sterile Preparations: TPN & Chemotherapy	-	32	-	2.0
PHM 123	*	Sterile Preparations: Special Therapies	-	32	-	2.0
PHM 130	*	Pharmacy Law & Ethics	32	-	-	3.0
PHM 133	*	Pharmacy Calculations	32	-	-	3.0
PHM 142	*	Data Entry Systems & Third-Party Billing	16	16	-	2.5
PHM 151	*	Retail Pharmacy Systems	16	16	-	2.5
PHM 152	*	Inventory Systems & Non-Sterile Compounding	0	32	-	2
PHM 154	*	Technology & Special Topics	16	16	-	2.5
COMPUTER COURSES						
COM 108	*	Microcomputer Concepts & Keyboarding	16	16	-	2.5
HEALTH CARE FUNDAMENTALS & 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 & Defense	32	-	-	3.0
MTP 118	*	Medical Terminology	32	-	-	3.0
EXTERNSHIP						
EXT 160		Externship	-	-	160	5.0
TOTALS			359	217	160	52.0

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 providing 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



MILITARY & VETERAN
PROGRAMS



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. The entire program is approximately 30 weeks.

MEDICAL ASSISTANT WITH PHLEBOTOMY - SCHEDULE OF COURSES

COURSE	TITLE	CONTACT	LEC/LAB	CREDITS
CLINICAL LABORATORY SCIENCES				
CLS 103	Emergency & Primary Care	34	10/24	2
CLS 107	Patient Diagnostics	34	10/24	2
CLS 111	Therapeutic Procedures	34	17/17	2.5
CLS 113	Medical Asepsis & Minor Surgery	34	10/24	2
CLS 115	Phlebotomy Basics	34	10/24	2
CLS 117	Phlebotomy Procedures	34	10/24	2
CLS 119	Phlebotomy Special Procedures	34	10/24	2
MEDICAL ADMINISTRATIVE PROCEDURES				
MAP 114	Medical Insurance	34	17/17	2.5
COMPUTER COURSES				
COM 108	Microcomputer Concepts & Keyboarding	34	17/17	2.5
MAP 118	Electronic Medical Records	34	17/17	2.5
HEALTH CARE FUNDAMENTAL & PROFESSIONAL STUDIES				
ADM 101	Career Development	34	17/17	2.5
ADM 107	Medical Administrative Practices	34	24/10	2.5
BIO 126	The Body as a Whole	34	34/00	3
BIO 127	The Body's Circulation & Defense	34	34/00	3
MTP 118	Medical Terminology	34	34/00	3
EXTERNSHIP				
EXT 200	Externship	200	0	6.5
TOTALS		710	271/239	42.5

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.

ALLIED HEALTH COURSE DESCRIPTIONS



ACC 111 **HEALTH CARE FINANCE**

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**

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 health care delivery system.

■ *Prerequisite: None*

ADM 107 **MEDICAL ADMINISTRATIVE PRACTICES**

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 health care profession.

■ *Prerequisite: None*

BIO 126 **THE BODY AS A WHOLE**

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**

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 system 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**

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**

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 is also included.

- *Prerequisite: None*

CLS 111 **THERAPEUTIC PROCEDURES**

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 injection techniques and medication administration and documentation.

- *Prerequisite: None*

CLS 113 **MEDICAL ASEPSIS & MINOR SURGERY**

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 **PHLEBOTOMY BASICS**

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*

CLS 117 **PHLEBOTOMY PROCEDURES**

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 health care 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 **PHLEBOTOMY SPECIAL PROCEDURES**

This course discusses the concepts related to the practice of phlebotomy. Students will learn medical terminology, including 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 principle applications will also be taught.

- *Prerequisite: None*





COM 108 **MICROCOMPUTER CONCEPTS & KEYBOARDING**

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, 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 BASICS**

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 115 **DENTAL OFFICE MANAGEMENT - DENTRIX, PATIENT, & RECORDS**

This course provides an overview of dental ethics and jurisprudence, record filing and management, patient relations, appointment scheduling techniques, credit and collections and recall methods. Students will also explore inventory management, financial arrangements, accounts payable and receivable, Dentrix software applications and management of insurance.

- *Prerequisites: None*

DCP 104 **CHAIRSIDE ASSISTING LAB**

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*

DCP 105 **RADIOLOGY LAB**

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: None*

DCP 106 **RESTORATIVE DENTISTRY LAB**

This course teaches students chairside applications and tray identification for amalgam, composite, crown and bridge procedures, dental cements, vacu-form trays, custom acrylic trays and temporary crowns.

- *Prerequisites: None*

DCP 107 **ORAL HEALTH LAB**

Emphasis is placed on preventative care, coronal polishing, topical fluoride application, oral hygiene instruction, sealants, periodontal dressing, and periodontal charting.

- *Prerequisites: None*

DCP 108 **DENTAL SPECIALTIES LAB**

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: None*

DENT 112 **INFECTION CONTROL & MEDICAL EMERGENCIES**

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 & CHAIRSIDE ASSISTING**

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 125 **RADIOLOGY**

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: None*

DENT 126 **RESTORATIVE DENTISTRY**

This course presents an overview of fixed and removable prosthodontics, restorative materials, cosmetic dentistry, gingival retraction, tooth whitening, and cements.

- *Prerequisites: None*

DENT 127 **ORAL HEALTH**

This course gives an overview of oral health and preventative techniques, nutrition, pediatric dentistry, periodontics and perio charting, sealants, and coronal polishing.

- *Prerequisites: None*

DENT 128 **DENTAL SPECIALTIES**

This course explores dental specialty practices including endodontics, orthodontics, orals surgery and pathology, lab materials, and dental dams.

- *Prerequisites: None*

ECO 101 **ECONOMICS**

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 **ENGLISH COMPOSITION**

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 **WRITING FOR PROFESSIONALS**

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 health care industry. Elements of grammar, spelling, creativity, professionalism, and changing technologies will be addressed throughout each section of this course.

- *Prerequisite: None*

EXT 160 **EXTERNSHIP**

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.*

EXT 200 **EXTERNSHIP**

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 **EXTERNSHIP**

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*

HCA 220 **EFFECTIVE LEADERSHIP**

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*

HIT 207 **HEALTH LAW CONCEPTS & COMPLIANCE**

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*

INF 101 **HEALTH CARE INFORMATICS**

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 Care Informatics definitions, theory, technologies, workflow and expectations in the informatics field, tools, and professional organizations.

- *Prerequisite: None*

LAW 101 **LEGAL ASPECTS OF HEALTH CARE**

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*

MAP 114 **MEDICAL INSURANCE**

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**

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**

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 filing claims electronically.

- *Prerequisite: None*

MAT 151 **COLLEGE MATH**

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*

MBC 101 **INFORMATION TECHNOLOGY & DELIVERY SYSTEMS**

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 health care system, government regulations in health care, methods of reimbursement, legal issues and professional ethics.

■ *Prerequisite: None*

MBC 102 **MEDICAL RECORDS & HEALTH CARE REIMBURSEMENT**

This course will introduce students to how reimbursement is accomplished in the health care 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*

MBC 105 **MEDICAL CODING - CPT/HCPCS**

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*

MBC 107 **MEDICAL DIAGNOSTIC CODING**

This course provides students with essential tools to transform verbal descriptions of diseases, injuries, and conditions into numerical designations by utilizing 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*

MBC 114 **HEALTH INSURANCE MANAGEMENT**

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*

MBC 115 **HEALTH INSURANCE CLAIMS**

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*





MGT 201 **PRINCIPLES OF MANAGEMENT**

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**

This course is an introduction to the roles and responsibilities of health care 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 processes, and aspects of employment law.

■ *Prerequisite: None*

MGT 207 **MANAGING THE MEDICAL OFFICE**

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**

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**

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**

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 & COMMUNICATION**

This course will prepare students for the expectations of professional conduct in business and marketing strategies. Students will understand therapeutic relationships 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**

This course covers the anatomy, physiology, and pathology of complex nutritional and reproductive systems. The foods eaten are digested and assimilated as the building blocks of cells, while the body eliminates the waste. Reproductive systems contain the building blocks for a new life. Students will gain an understanding of how this occurs in people's bodies.

■ *Prerequisite: None*

MTM 125 **MASSAGE FOR SPECIAL POPULATIONS**

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 155 **SWEDISH MASSAGE**

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**

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**

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**

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 hours are unpaid to polish your practical skills.

■ *Prerequisite: None*

MTM 210 **SPA TECHNIQUES**

In this course, students will learn corporate chair massage, 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**

In Sports Massage and Hydrotherapy students will learn how the muscles work together to achieve complex movement (kinesiology) and how to use 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**

Anatomy, physiology and pathology of the head, spine, and thorax will be taught. Students will learn specific skeletal origins and insertions, 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 & THORAX PALPATIONS**

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 on clinical reasoning skills for spinal muscular conditions and postural imbalance.

- *Prerequisite: None*

MTM 250 **PAIN SOLUTIONS IN MASSAGE THERAPY**

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**

Anatomy, physiology, and pathology of the pelvic girdle and lower extremities will be taught. Students will learn specific skeletal origins, and insertions, 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**

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**

Anatomy, physiology, and pathology of the shoulder girdle and upper extremities will be taught. Students will learn specific skeletal origins and insertions, 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**

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 on clinical reasoning skills for upper body muscular conditions and postural imbalance.

- *Prerequisite: None*

MTM 300 **ADVANCED CLINICAL PRACTICUM**

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 hours are unpaid to polish your practical skills.

- *Prerequisite: None*

MTP 118
MEDICAL TERMINOLOGY

This course focuses on construction, pronunciation, and application of medical words including 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 health care industry are included.

- *Prerequisite: None*

NTR 241
NUTRITION & WELLNESS

This course focuses on the principles of human nutrition with an emphasis on health promotion and concepts for conveying accurate nutrition information in a professional setting.

- *Prerequisite: None*

PHM 111
PHARMACOLOGY:
CARDIOVASCULAR & RENAL

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 114
PHARMACOLOGY:
NERVOUS, EAR & EYE

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 117
HEALTH & WELLNESS
WITH BLISTER PACKAGING

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**

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**

This course begins with an overview of IV techniques followed by specialized techniques used to prepare Total Parenteral Nutrition bags (TPN's) and chemotherapy IV's, focusing on TPN's. 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**

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**

This course covers federal and state laws governing the practice of pharmacy. It covers ethical issues in the health care 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 133 **PHARMACY CALCULATIONS**

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 142 **DATA ENTRY SYSTEMS &** **THIRD-PARTY BILLING**

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 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**

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**

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 154 **TECHNOLOGY** **& SPECIAL TOPICS**

This course will cover topics such as drug distribution systems, medication administration records, and unit dose packaging and 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 such as errors, safety, special dosing circumstances, reference sources, addiction, CPR and First Aid will also be discussed.

- *Prerequisite: None*

PSY 101 **INTRODUCTION TO PSYCHOLOGY**

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**

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**

This is an introductory course in Sociology as it relates to theoretical perspectives in health care. 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**

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 **QUALITY CUSTOMER SERVICE**

This course will provide guidelines and best practices for providing excellent customer service in the health care 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*



BACHELOR OF SCIENCE IN NURSING (BSN)



Nursing program is not offered at the Glendale and Mesa campuses.

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 health care 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 & GOALS

The mission of the Arizona College of Nursing 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 health care needs of culturally diverse individuals and groups across the lifespan in a complex global community. The baccalaureate nursing program promotes and supports student success. The faculty is 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 health care, 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 Health Care Improvement (IHI) and will have a strong foundation in safety system design, quality improvement, and leadership in health care. 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.



MILITARY & VETERAN PROGRAMS



The nursing program consists of nine semesters. The entire program is approximately 144 weeks.

BACHELOR OF SCIENCE IN NURSING (BSN) - SCHEDULE OF COURSES REQUIRED GENERAL EDUCATION & SCIENCE COURSES

COURSE	TITLE	SEMESTER CREDIT HOURS
PREREQUISITE		
BIO 189	Fundamentals of Biology	3
BIO 201	Natural Science – General: Human Anatomy/Physiology I (Lecture/Lab)	4
BIO 202	Natural Science – General: Human Anatomy/Physiology II (Lecture/Lab)	4
BIO 205	Natural Science – General: Microbiology (Lecture/Lab)	4
CHM 130	Natural Science – Quantitative: Introductory Chemistry (Lecture/Lab)	4
ENG 101	First Year Composition I	3
ENG 102	First Year Composition II	3
PSC 101	Introduction to American Politics	3
HCR 230	Culture & Health/Humanities: Cultural Diversity & Global Health	3
HCR 240	Human Systems: Human Pathophysiology	4
MAT 151	Mathematical Studies: College Mathematics	3
NTR 241	Human Systems: Human Nutrition	3
PSY 101	Social & Behavioral Sciences: Introduction to Psychology	3
PSY 230	Statistics/Quantitative Analysis: Statistics	3
PSY 240	Social & Behavioral Sciences: Human Development	3
GENERAL EDUCATION & SCIENCE COURSES SUBTOTAL		50

NURSING CORE COURSES

COURSE	TITLE	CLASSROOM CONTACT HOURS	LAB CONTACT HOURS	CLINICAL CONTACT HOURS	SEMESTER CREDIT HOURS
SEMESTER 5					
NUR 211	Critical Thinking in Clinical Decision-Making	30	0	0	2
NUR 213	Ethics & Legal Standards in Nursing Practice I	15	0	0	1
NUR 215	Theoretical Foundation in Nursing Practice	30	0	0	2
NUR 215L	Theoretical Foundation in Nursing Practice Practicum	0	60	45	3
NUR 216	Health Assessment	30	30	0	3
NUR 218	Interprofessional Communications	15	0	0	1
NUR 338	Leader in Quality & Patient Safety I	15	0	0	1
SUBTOTAL		135	90	45	13
SEMESTER 6					
NUR 333	Ethics & Legal Standards in Nursing Practice II	15	0	0	1
NUR 334	Pharmacology I	30	0	0	2
NUR 337	Evidence-Based Practice I	15	0	0	1
NUR 355	Acute & Chronic Health Disruptions In Adults I	45	0	0	3
NUR 355L	Acute & Chronic Health Disruptions In Adults I Practicum	0	30	90	3
NUR 356	Mental Health Theory & Application	45	0	0	3
NUR 356L	Mental Health Theory & Application Practicum	0	30	45	2
SUBTOTAL		150	60	135	15
SEMESTER 7					
NUR 354	Pharmacology II	30	0	0	2
NUR 357	Evidence-Based Practice II	15	0	0	1
NUR 358	Leader in Quality Care & Patient Safety II	15	0	0	1
NUR 425	Acute & Chronic Health Disruptions in Adults II	30	0	0	2
NUR 425L	Acute & Chronic Health Disruptions in Adults II Practicum	0	15	112.5	3
NUR 426	Community Health Nursing Theory & Application	45	0	0	3
NUR 426L	Community Health Nursing Theory & Application Practicum	0	30	90	3
SUBTOTAL		135	45	202.5	15
SEMESTER 8					
NUR 335	Maternal Health Theory & Application	45	0	0	3
NUR 335L	Maternal Health Theory & Application Practicum	0	30	45	2
NUR 336	Pediatric Health Theory & Application	45	0	0	3
NUR 336L	Pediatric Health Theory & Application Practicum	0	30	45	2
NUR 423	Ethics & Legal Standards in Nursing Practice III	15	0	0	1
NUR 427	Evidence-Based Practice III	15	0	0	1
NUR 428	Leader in Quality & Patient Safety III	15	0	0	1
SUBTOTAL		135	60	90	13
SEMESTER 9					
NUR 443	Transition to the Profession	15	0	0	1
NUR 445	Acute & Chronic Health Disruptions in Adults III	45	0	0	3
NUR 445L	Acute & Chronic Health Disruptions in Adults III Practicum	0	15	157.5	4
NUR 446	Professional Seminar	30	0	0	2
NUR 447	Evidence-Based Practice IV	15	0	0	1
NUR 448	Leader in Quality Care & Patient Safety IV	45	0	0	3
SUBTOTAL		150	15	157.5	14
NURSING CORE COURSES SUBTOTAL		705	270	630	70
NURSING PROGRAM GRAND TOTAL					120

NOTE: The nursing program consists of nine semesters. The entire program is approximately 144 weeks

NURSING PROGRAM

DISTANCE EDUCATION EXPECTATIONS

WEEKLY SCHEDULE

The Blended Learning week begins on Monday (Day 1) and ends on Sunday (Day 7).

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.

STUDENT DISCUSSION PARTICIPATION/ENGAGEMENT

To earn full points for discussion, students must meet the requirements outlined in the syllabus.

DISCUSSION QUESTIONS

Students are expected to post their initial discussion question (DQ) three days after the class meeting by 23:59. They are also expected to post two substantive responses to two 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 Microsoft Word document including the response should also be posted. The word document should be in APA format.

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.

Failure to submit the assignment after the three-day period will result in a grade of zero.

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).

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 should be done via email, or telephone in a timely, prompt manner. 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 communications related to courses, student account services, etc., is directly linked to your Arizona College account and cannot be changed.

NURSING PROGRAM

ADMISSION REQUIREMENTS

ADMISSION

Bachelor of Science in Nursing (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 five.

REQUIREMENTS FOR ADMISSION INTO THE BSN

PROGRAM ADMISSION 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 two 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 all colleges and universities attended if the college GPA is to be used in the admission decision. The official transcripts for the high school and all colleges or universities attended (if these are to be used in the admission decision) 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, Josef 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 "Admission Testing".
5. Proof of United States citizenship, alien status, or legal residency. A driver's license, passport, or birth certificate, 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 U.S. Constitution course only if all general education courses are transferred.

Additional factors important to student success may also be considered when making an admission determination. For example, an applicant's recent educational experience may take precedence as part of the review process. Applicants who fall below the admission requirements may have their application reviewed for approval by the Provost at the request of the Dean of Nursing at each campus.

ADMISSIONS TESTING

HESI A2: Prior to acceptance, each applicant must complete an exam consisting of four 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, and 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, ratios and proportions, and household measures.
Recommended time: 60 minutes

Four hours is allotted to complete these subtests.

Preparation for the HESI A2

Resources for preparing for these exams are available online, 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.
- A minimum of three days is required between attempts one and two. A minimum of 14 days is required between attempts two and three.

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

NOTE: Students with Apple MacBooks will have limited support from the IT Department at Arizona College because of its incompatibility with the college computer system. Students with Apple computers will be required to purchase Microsoft Office and Flash for Mac.



NURSING PROGRAM

REQUIREMENTS FOR PROGRESSION INTO THE CORE NURSING CURRICULUM (SEMESTER FIVE)

ACADEMIC REQUIREMENTS

To advance from the general education courses into the core nursing curriculum in semester five, the student must meet the following GPA and grade requirements:

- A cumulative GPA of 2.75 or higher in the required general education and science courses (semesters 1-4)
- A “B” or higher in the five required science courses (Chemistry, Microbiology, Anatomy & Physiology I and II, and Pathophysiology)
- A “B” or higher in Math and Statistics
- 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. To pass, must:

- 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 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.

CLEARANCE, IMMUNIZATION, & INSURANCE REQUIREMENTS

Progression into the core nursing curriculum in semester five 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: TB screening must be completed annually for as long as the student is fulfilling his/her clinical requirements.

- Negative Drug Screen, including alcohol screening and others as required by the clinical partner.

NOTE: A negative cotinine (nicotine) screen is mandatory for Arizona students.

- Proof of immunity to certain diseases through history of immunizations or titers, due no earlier than 90 days before Day 1 of the core nursing start date:

- Measles, Mumps & Rubella (MMR)
- Varicella (Chicken Pox)
- Hepatitis B (Hep B, HBV)
- Tetanus/Diphtheria/Pertussis (TDAP, Adacel)

- Evidence of health insurance coverage or other proof of medical benefits, such as coverage by the Veterans Administration or Indian Health Services; must be kept current through the program.

- Nurse liability insurance must be kept current throughout the core nursing curriculum

- Annual flu vaccination

- CPR Certification through the American Heart Association. This is a two-year certification. Class is offered during the orientation to the Core Nursing curriculum for those who need it.

NOTE: Exceptions to the above standards must be approved by the Provost.

NURSING PROGRAM

BACHELOR OF SCIENCE IN NURSING (BSN) COURSE DESCRIPTIONS

General Education & Science Course Requirements

BIO 189 FUNDAMENTALS OF BIOLOGY

This foundational biology course is a survey of basic biological concepts, processes, structures, and functions. The emphasis is on the relevance of fundamental biological principles to human biology and health.

- *Prerequisites: None*

BIO 201 NATURAL SCIENCE – GENERAL: HUMAN ANATOMY/PHYSIOLOGY I

The first of a two sequence course that focuses on the structure and function of the human body. The emphasis is on typical anatomical structures and human body system function and interaction. The course is organized by select human body systems.

- *Prerequisites: BIO 189*

BIO 202 NATURAL SCIENCE – GENERAL: HUMAN ANATOMY/PHYSIOLOGY II

The second of a two sequence course that focuses on the structure and function of the human body. The emphasis is on typical anatomical structures and human body system function and interaction. The course is organized by select human body systems.

- *Prerequisite: BIO 189, BIO 201*

BIO 205 NATURAL SCIENCE – GENERAL: MICROBIOLOGY

This course focuses the interrelationship between biological organisms of the macro- and microscopic worlds. The emphasis is on the impact of microorganisms on human health and function.

- *Prerequisites: BIO 189*

CHM 130 NATURAL SCIENCE – QUANTITATIVE: INTRODUCTORY CHEMISTRY

This foundational chemistry course is a survey of basic general, organic, and biochemistry concepts, processes, and structures. The emphasis is on the relevance of fundamental chemistry principles to human health and functioning.

- *Prerequisites: None*

ENG 101 FIRST YEAR COMPOSITION I

This course is an introduction to scholarly writing and research. It serves as the foundation of skills needed for appropriate academic and professional writing. The emphasis is on organization, formatting, and source integration.

- *Prerequisite: None*

ENG 102 FIRST YEAR COMPOSITION II

This course is an introduction to rhetoric in relation to academic and professional writing. It serves to foster critical thinking and argumentation skills. The emphasis is on source evaluation and argument structure.

- *Prerequisite: ENG 101*

HCR 230
**CULTURE & HEALTH/
 HUMANITIES: CULTURAL
 DIVERSITY & GLOBAL HEALTH**

This course focuses on human diversity and its relevance to human health and functioning. Emphasis is on developing self-awareness of one's own perspective on diversity including cultural influence and bias. Exploration of non-allopathic healing practices is included.

- *Prerequisite: None*

HCR 240
**HUMAN SYSTEMS: HUMAN
 PATHOPHYSIOLOGY**

This course focuses on the biophysical aspects of human health alterations including disease, illness, injury, and pathology. Emphasis is on abnormal function of human body systems and their interaction.

- *Prerequisite: BIO 189, BIO 201, BIO 202*



MAT 151
**MATHEMATICAL STUDIES:
 COLLEGE MATHEMATICS**

This foundational mathematics course focuses on mathematical skills, techniques, and operations for problem solving in the health sciences. The emphasis is on dimensional analysis and solving for unknowns. The course includes financial and basic probability calculations.

- *Prerequisite: None*

NTR 241
**HUMAN SYSTEMS:
 HUMAN NUTRITION**

This course focuses on the role of nutrition on human health and function. The course spans all levels of prevention. The emphasis is on health promotion and nutrition therapy.

- *Prerequisite: CHM 130*

PSC 101
**INTRODUCTION
 TO AMERICAN POLITICS**

This course is an introduction to the political culture and behavior that shape American politics. The emphasis is on political concepts and processes and their policies and public governance. (Satisfies the legislative requirement for the United States and Nevada Constitutions.)

- *Prerequisite: None*

PSY 101
**SOCIAL & BEHAVIORAL
 SCIENCES: INTRODUCTION
 TO PSYCHOLOGY**

This foundational psychology course is a survey of basic mental concepts, principles, and processes that impact human health and function. Emphasis is on the scientific study of human thought and behavior.

- *Prerequisite: None*

PSY 230
**STATISTICS/QUANTITATIVE
 ANALYSIS: STATISTICS**

This course is an introduction to concepts in descriptive and inferential statistics with an application to psychology and the health sciences. The emphasis is on statistical methods and the ability to make valid inferences. The course includes use of contemporary information processing technology.

- *Prerequisite: None*

PSY 240
**SOCIAL & BEHAVIORAL
 SCIENCES: HUMAN
 DEVELOPMENT**

This course focuses on human development throughout the lifespan. The emphasis is on the physical, cognitive, social, and emotional changes at each stage of life. The course includes sociocultural influences on growth and development.

- *Prerequisite: None*

NURSING PROGRAM

Nursing Core Courses

SEMESTER 5

NUR 211 **CRITICAL THINKING IN** **CLINICAL DECISION-MAKING**

This course introduces the learner to critical thinking and 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 health care environment and learning tactics necessary for success in the nursing program. This course forms the basis for the thinking processes applied throughout the nursing program.

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/** **PRACTICUM**

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, 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.

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 6

NUR 333 **ETHICS & LEGAL STANDARDS** **IN NURSING PRACTICE II**

This course will emphasize progressive transformation to professional nurses with an emphasis on core concepts of professionalism and developing a voice for advocacy. Exploration of nurse roles and skills of engagement as provider/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 practices 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, immune system, respiratory system, and reproductive system are included in this course.

NUR 355/355L **ACUTE & CHRONIC** **HEALTH DISRUPTION** **IN ADULTS I/PRACTICUM**

This introductory course establishes the role of the professional nurse in developing salience, understanding patient narratives, 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 health care 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 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 356/356L **MENTAL HEALTH THEORY** **& APPLICATION/PRACTICUM**

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

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, gastrointestinal system, endocrine system, integumentary system, eyes and ears, as well as mental health are included in this course.

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 student will review types of research methodologies and the steps in the research process. Selected research findings are utilized in exploring nursing care alternatives. By the end of the course, the student 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, including the 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.

NUR 425/425L
ACUTE & CHRONIC
HEALTH DISRUPTION
IN ADULTS II/PRACTICUM

This course emphasizes nursing care for adults experiencing acute illness while also coping with significant chronic illnesses. The student will further develop knowledge of the role of the professional nurse in developing salience, understanding patient narratives, and preferences, while collaborating with the patient in developing and implementing patient-centered care for acute conditions. The clinical/laboratory portion of this course will give the student the opportunity to apply principles and information to the health care of the acutely ill adult patient in 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/PRACTICUM

This course focuses on community as the 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 health care interventions for the purpose of health promotion and disease prevention. The clinical/laboratory portion of this 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.

SEMESTER 8

NUR 335/335L
MATERNAL HEALTH THEORY
& APPLICATION/PRACTICUM

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 narratives and preferences, collaborating with the patient in developing and implementing patient-centered care for health restoration. Emphasis is on the health care 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 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/PRACTICUM

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

NUR 423
ETHICS & LEGAL STANDARDS
IN NURSING PRACTICE III

In this course, the student 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 health care, 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 427
EVIDENCE-BASED PRACTICE III

The focus of this course is critical appraisal and synthesis of the 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. This course applies concepts to clinical research, evidence-based practice, and quality improvement.

NUR 428
LEADERSHIP FOR QUALITY
& PATIENT SAFETY III

In this course, the student 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. Examples include an introduction to the steps in systematic response to error (root cause analysis) and its role in improving health care.



SEMESTER 9

NUR 443 **TRANSITION TO** **THE PROFESSION**

The student 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 ADULTS III/PRACTICUM**

In this course, the student will build on previous knowledge to develop a deeper understanding of the knowledge, science, and theory of the high acuity patient with a 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 to deliver care to patients with multisystem alterations. The clinical/

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

NUR 446 **PROFESSIONAL SEMINAR**

This course builds on the previous learning related to holistic patient care across the lifespan, with an emphasis on patients with complex health care 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 experiences to professional growth and contribution to the nursing profession are 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. This 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 innovations, 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 student will incorporate interprofessional collaboration competencies needed to deliver safe patient-centered and team-based care within a caring environment; becoming an effective member of the health care team; leading, working with, and following; shifting roles within the interprofessional team to enhance quality care and patient safety; organizing, managing and leading in an interprofessional team.

ADMISSION, TUITION & ASSISTANCE



QUICK LINKS



855.706.8382



REQUEST INFO

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 admission officer interviews each applicant and orients the applicant to the college's specific requirements.

An initial interview with an admission 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. Enrollment agreement/financial arrangements

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, Health Care Administration, and Ability to Benefit (ATB) students require additional criteria for admission.

ABILITY-TO-BENEFIT (ATB) ALTERNATIVES & ELIGIBLE CAREER PATHWAY PROGRAMS (ECP)

Students may become eligible for Title IV aid through the ATB alternatives in one of two ways. If a student first enrolled in an eligible postsecondary program prior to July 1, 2012, the student may enroll in an eligible program and can become eligible through one of the ATB alternatives. (Grandfathered Students).

The ATB alternatives include:

- Passing an independently administered Department of Education approved ATB test (Wonderlic Basic Skills Test).
- Completing at least six credit hours or 225 clock hours that are applicable toward a Title IV-eligible degree or certificate offered by the postsecondary institution (neither remedial nor developmental coursework count toward this requirement. The coursework must demonstrate that the student has the ability to benefit from the postsecondary program in which the student is enrolled or intends to enroll but need not be applicable to the specific degree or program in which the student is enrolled).

However, if a student first enrolled in an eligible postsecondary program on or after July 1, 2012, the student may only become eligible through one of the ATB alternatives if the student is enrolled in an "eligible career pathway program."



ABILITY TO BENEFIT (ATB) ADMISSION POLICIES

Ability to Benefit (ATB) admission is available for Diploma level programs. Students who are admitted to the College as ATB students will be required to attend academic advising throughout their program. An applicant who is not a high school graduate, has not passed the GED, or is not a Grandfathered Student (see above) and is seeking admission into an ATB-eligible program must take and pass a two-part, independently administered, nationally standardized test recognized and approved by the United States Department of Education that measures basic skills in reading and arithmetic. The Wonderlic Basic Skills Test (WBST) minimum scores are:

Verbal :200

Quantitative: 210

The applicant must either provide official results for the Wonderlic Basic Skills Test, which meet the minimum scores listed above or must successfully test prior to enrollment. Unofficial or practice test scores cannot be used to determine program eligibility.

Documentation Requirements for Eligible Career Pathways Program ATB Students

A student who passes the Wonderlic Basic Skills Test with the minimum required scores may enroll in the Ability to Benefit Career Pathways Program (ATBCPP). The ATBCPP has many components that the student must participate in to continue in the ATBCPP. These include:

1. Enrollment into and participation in Brookshire International Academy
2. Provide Brookshire International Academy a copy of high school transcripts
3. Participation in academic advising throughout the ATBCPP
4. Participation in Career Pathway Coaching throughout the ATBCPP

Ability to Benefit Career Pathway Program (ATBCPP) Requirements

Students enrolled into ATBCPP will be concurrently (at the same time) enrolled in their approved Arizona College diploma program and Brookshire International Academy. The student is required to attend online classes for Brookshire International Academy and is expected to participate. Brookshire International Academy is offered online and is self-paced, enabling a student to obtain their high school diploma while they are attending Arizona College. There will be an on-site faculty member to support students, assist with access, and encourage completion of requirements. Brookshire International Academy is offered by an approved adult education service provider and not by the college. Brookshire International Academy is offered at no additional cost to the student and is paid for by Arizona College. The college does not guarantee that the student will receive a high school diploma or its equivalent. Completing the Arizona College component of the ATBCPP program is not a condition of receiving a high school diploma or its equivalent.

Participation in the Brookshire International Academy component of the program ATBCPP Participation Advisement

Attendance is monitored and required in all assigned classes and labs. A student who fails to participate (log-in) to the Brookshire International Academy component of the ATBCPP program once within 14 consecutive days will be dropped from both the Career Pathways program and Arizona College.

Receiving the earned High School Diploma

If a student completes Brookshire International Academy prior to the completion of the Arizona College program, the student will not receive the high school diploma from the institution until the student graduates from Arizona College.



CREDIT FOR PRIOR LEARNING

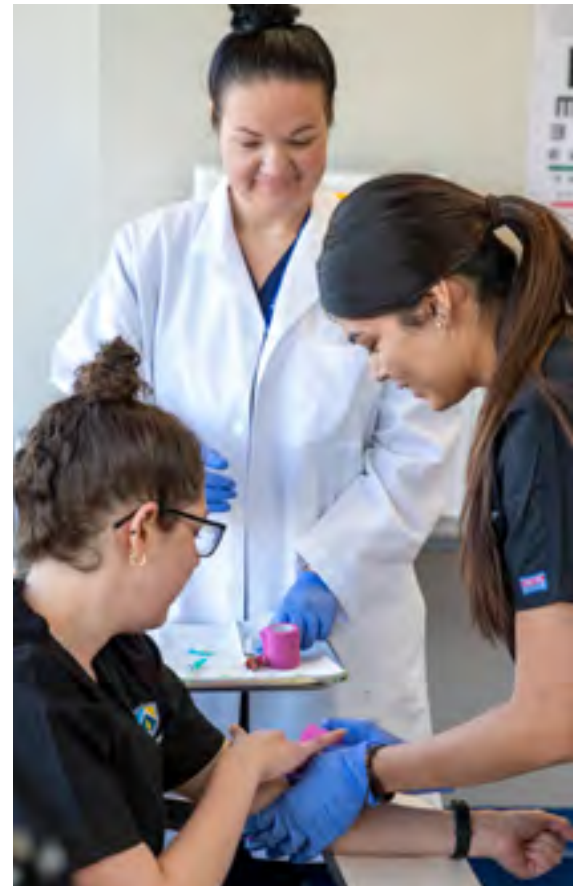
For students enrolling at Arizona College, credit for courses or degrees completed at another institution will be reviewed by the program director or manager of the corresponding program. These courses or degrees must be similar in content and duration to those offered in the program for which an applicant 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:
 - College of Allied Health core curriculum courses with a lab component must have been completed within two years of starting classes at Arizona College.
 - College of Allied Health core curriculum courses without lab components must have been completed within five years of starting classes at 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 who 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 credits; 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 graduates, one-time, free of charge. Additional official transcripts carry a \$14 service fee. Additional 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 (CLEP®)

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 can 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 the College Composition with Essay portion. Students should allow at least three 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 & FEES



TUITION & FEES

MEDICAL ASSISTANT WITH PHLEBOTOMY PHARMACY TECHNICIAN MEDICAL BILLING & CODING HEALTH CARE ADMINISTRATION

Tuition	\$15,816
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Not Included in Tuition:

Registration Fee	\$25
Non-porous Shoes	\$65 prices may vary
Watch with a Second Hand (if applicable)	\$20 prices may vary

MESSAGE THERAPY

Tuition	\$15,474
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Not Included in Tuition:

Registration Fee	\$25
Non-porous Shoes	\$65 prices may vary

DENTAL ASSISTANT

Tuition	\$18,038
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Not Included in Tuition:

Registration Fee	\$25
Non-porous Shoes	\$65 prices may vary
Watch with a Second Hand (if applicable)	\$20 prices may vary

BACHELOR OF SCIENCE IN NURSING

Tuition - \$708/Credit Hour	\$84,960
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Not Included in Tuition:

Registration Fee	\$49
Resource Fee	\$541 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 (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 (College of Allied Health only).

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

College of 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 \$5,272 per term. Students attending more than 12 credits will not be charged more than the per-term rate.

If a student took three credit hours, then the student would be charged:

$$\$5,272 \times 3/12 = \$1,318$$

College of Nursing

Students are charged \$708 per credit hour, regardless of their enrollment status (ex. full-time or part-time).

If a student took three credit hours, the student would be charged:

$$\$708 \times 3 = \$2,124$$

Resource fee: \$442

Total term cost: \$2,566

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

Refund Policy for Cancellations, Re-schedules, and Withdraws:

- A. If a student cancels his or her enrollment within 3 business days of enrolling, and before the start of the training program, Arizona College shall refund to the student all the money the student has paid.
- B. If a student cancels his or her enrollment after three (3) business days of enrolling, and before the start of the training program, Arizona College shall refund to the student all the money the student has paid, minus the registration fee (not to exceed the lesser of \$49 or 10% of the tuition agreed upon in the enrollment agreement).
- C. If the student reschedules his/her start date or program after the first three (3) business days of the cancellation period, a rescheduling fee of \$49.00 will be assessed. 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 and does not include books, educational supplies or equipment that is listed separately from the tuition and fees. The policy listed below is for institutional withdraw. No refunds will be issued for individual courses that are dropped.

Tuition Refund Policy for Withdrawals

- A. If a student withdraws or is expelled by Arizona College after the start of the semester and before the completion of more than 60% of the semester, Arizona College will refund to the student a pro rata amount of the tuition agreed upon in the enrollment agreement minus 10% of the tuition agreed upon in the enrollment agreement or \$150, whichever is less.
- B. If a student completes more than 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 an authorized leave of absence if a student fails to return after the period of authorized absence; or (d) last day of attendance of a student, whichever is applicable.

NEVADA REFUND POLICY

Cancellations, Withdrawals, and Terminations:

- A. If a student cancels his or her enrollment within three (3) business days of enrolling, and before the start of the training program, Arizona College shall refund to the student all the money the student has paid.
- B. If a student cancels his or her enrollment after three (3) business days of enrolling, and before the start of the training program, Arizona College shall refund to the student all the money the student has paid, minus the registration fee (not to exceed the lesser of \$49 or 10% of the tuition agreed upon in the enrollment agreement).

C. If the student reschedules his/her start date or program after the first three (3) business days of the cancellation period, a rescheduling fee of \$49.00 will be assessed.

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 and does not include books, educational supplies or equipment that is listed separately from the tuition and fees. The policy listed below is for institutional withdraw. No refunds will be issued for individual courses that are dropped.

A. If a student withdraws or is expelled by Arizona College after the start of the semester and before the completion of more than 60% of the semester, Arizona College will refund to the student a pro rata amount of the tuition agreed upon in the enrollment agreement or \$100, whichever is less, minus 10% of the tuition.

B. If a student completes more than 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 an authorized leave of absence if a student fails to return after the period of authorized absence; or (d) Last day of attendance of a student, whichever is applicable.

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, except that a student may not collect a refund if the student has completed 75% or more of the total number of hours in the portion of the program for which the student has been charged on the effective date of termination. (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 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% 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% 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.

FLORIDA REFUND POLICY

- A. If a student cancels his or her enrollment within three business days of enrolling and before the start of the training program, Arizona College of Nursing shall refund to the student all the money the student has paid including the Registration fee. Students may cancel by calling their admission representative for notifying the Admission Department in writing.
- B. If a student cancels his or her enrollment after three business days of enrolling and before the start of the training program, Arizona College of Nursing shall refund to the student all the money the student has paid, minus the registration fee (not to exceed the lesser of \$49 or 10% of the tuition agreed upon in the enrollment agreement).
- C. If the student reschedules his/her start date or program after the first three (3) business days of the cancellation period, a rescheduling fee of \$49.00 will be assessed.

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 and does not include books, educational supplies or equipment that is listed separately from the tuition and fees. The policy listed below is for Institutional withdraw. No refunds will be issued for individual courses that are dropped.

- A. If a student withdraws or is expelled by Arizona College of Nursing after the start of the semester and before the completion of more than 60% of the semester, Arizona College of Nursing will refund to the student a pro rata amount of the semester's tuition agreed upon in the enrollment agreement.
- B. If a student completes more than 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 of Nursing to the student if those items were not used by the student. Disputes must be resolved by Arizona College of Nursing 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 of Nursing shall pay the refund to the person or entity who paid the tuition within 30 calendar days after the:
 - a. Date of cancellation by a student of his enrollment
 - b. Date of termination by Arizona College of Nursing of the enrollment of a student
 - c. Last day of an authorized leave of absence if a student fails to return after the period of authorized absence
 - d. Last day of attendance of a student, whichever is applicable

The student may be terminated for violations of the student code of conduct or failure to make satisfactory academic progress.

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
- Be registered with the Selective Service, if you're a male between the ages of 18 and 25
- Maintain satisfactory academic progress
- Have a high school diploma or recognized equivalent such as a General Educational Development (GED®)
- Not be in default or owe an overpayment of Federal Student Aid

TERMS & CONDITIONS – DIRECT LOANS

The Direct Loan Program provides funds to undergraduate students to assist them in meeting their educational expenses. To qualify for a Federal Direct Loan 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 Direct Loan program funds. Students whose enrollment status is below half-time are not eligible for Direct Loan 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 **fafsa.gov**. Follow these easy steps to simplify the process of applying for federal student aid.

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
- Identification documents (Social Security cards, driver's licenses, etc.)

The FAFSA is used to apply for federal financial aid (grants, work-study, and loans). You (and your parent for dependent students) will need an FSA ID to complete your FAFSA, make corrections to the application, and more. To apply for your FSA ID, go to <https://studentaid.ed.gov/sa/fafsa/filling-out/fsaid>.



METHOD & FREQUENCY OF AID DISBURSEMENTS

Financial aid is awarded based on an academic year as defined on a program-by-program basis. Disbursements vary by the type of aid.

Federal Student Aid, including the Pell Grant, SEOG, Direct Subsidized/Unsubsidized Loans, and Parent PLUS Loans, generally will cover a full academic year and your school will pay out your money in at least two payments called disbursements. In most cases, your school must pay you at least once per term (semester, trimester, or quarter). 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 this catalog.

TYPES OF AID AVAILABLE

FEDERAL PELL GRANT

TYPE OF AID:	Grant: does not have to be repaid
DESCRIPTION:	The Pell Grant is awarded to students who have a financial need as determined by the U.S. Department of Education. 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.
ELIGIBILITY:	\$636 - \$6,195

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/PARENT PLUS

TYPE OF AID:	Loan: must be repaid with interest
DESCRIPTION:	<p>Subsidized Loans are available to undergraduate students with financial need. Your school determines the amount you can borrow, and the amount may not exceed your financial need. The U.S. Department of Education pays the interest on a Direct Subsidized Loan while you're in school at least half-time, for the first six months after you leave school (referred to as a grace period), and during a period of deferment (a postponement of loan payments).</p> <p>Direct Unsubsidized Loans are available to undergraduate students; there is no requirement to demonstrate financial need. Your school determines the amount you can borrow based on your cost of attendance and other financial aid you receive. You are responsible for paying the interest on a Direct Unsubsidized Loan during all periods. If you choose not to pay the interest while you are in school and during grace periods and deferment or forbearance periods, your interest will accrue (accumulate) and be capitalized (that is, your interest will be added to the principal amount of your loan).</p> <p>Direct PLUS Loans are eligible to parents through schools participating in the Direct Loan program. The U.S. Department of Education is your lender. A credit check will be conducted and the parent must not have an adverse credit history. The maximum PLUS Loan amount you can receive is the cost of attendance (determined by the school) minus any other financial aid received.</p>
ELIGIBILITY:	<p>Subsidized: \$3,500 - \$5,500, depending on grade level</p> <p>Unsubsidized: \$2,000 - \$7,000 (less any subsidized amounts received for same period), depending on grade level and dependency status</p> <p>Parent PLUS: Up to cost of attendance minus any other financial aid received</p>

LOANS FIRST DISBURSED ON OR AFTER

LOAN TYPE	BORROWER TYPE	7/1/18 AND BEFORE 7/1/19	7/1/19 AND BEFORE 7/1/20
Direct Subsidized/Unsubsidized Loans	Undergraduate	5.05%	4.53%
Direct Parent PLUS	Undergraduate	7.6%	7.08%

PRIVATE LOAN

TYPE OF AID:	Loan: must be repaid with interest
DESCRIPTION:	A number of private outside entities offer students alternative sources for financing their education. Unlike federal loans, the terms of private loans are set by the individual lenders. The interest rate and fees are determined by your credit history, your debt-to-income ratio and that of your co-signer, if necessary. The interest rates for private educational loans are variable and are most often based on a range using Prime or the LIBOR as a base and add an additional percentage based on the borrower's credit.
ELIGIBILITY:	Based on unmet need and borrower's credit

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

More information about interest rates can be found at:
<https://studentaid.ed.gov/sa/types/loans/subsidized-unsubsidized>

VETERANS BENEFITS

In compliance with the Veterans Benefits and Transition Act of 2018, section 3679 of Title 38 amendment:

- Arizona College permits any covered individual to attend or participate in the course of education during the period beginning on the date on which the individual provides a certificate of eligibility for entitlement to educational assistance under chapter 31 or 33 (a “certificate of eligibility” can also include a “Statement of Benefits” obtained from the Department of Veterans Affairs’ (VA) website – eBenefits, or a VAF 28-1905 form for chapter 31 authorization purposes) and ending on the earlier of the following dates:
 1. The date on which payment from VA is made to the institution.
 2. 90 days after the date Arizona College certifies tuition and fees following the receipt of the certificate of eligibility.
- Arizona College ensures it will not impose any penalty, including the assessment of late fees, the denial of access to classes, libraries, or other institutional facilities, or the requirement that a covered individual borrow additional funds on any covered individual because of the individual’s inability to meet his or her financial obligations to the institution due to the delayed disbursement funding from VA under chapter 31 or 33.

NOTE: A covered Individual is any individual who is entitled to educational assistance under chapter 31, Vocational Rehabilitation and Employment, or chapter 33, Post-9/11 GI Bill® benefits. GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA).

NEVADA LICENSED SCHOOLS

Commission on Postsecondary Education (CPE) Licensed Schools are required to provide an explanation of the Account for Student Indemnification per NRS 394.441. Specifically there is an account for student indemnification which may be used to indemnify a student or enrollee who has suffered damage as a result of: discontinuance of operation or violation by such institution of any provision of NRS 394.383 to 394.560. Please review NRS 394.553 for further clarification. www.leg.state.nv.us/NRS/NRS-394.html

REPAYMENT TERMS OF DIRECT LOANS

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

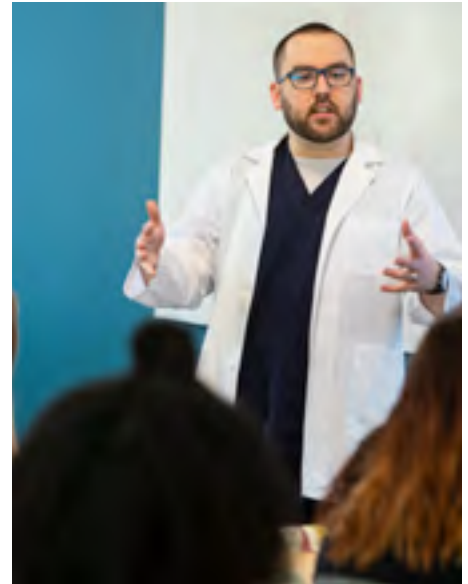
Your loan servicer, the company that handles the billing and other services for your loan, will provide you with information about repayment and your repayment start date. You can visit the servicer’s website or call them to find out how to make payments. After you graduate, leave school, or drop below 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 Direct 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. In some cases, you might be able to reduce your interest rate if you sign up for electronic debiting. It is very important that you make your full loan payment on time either monthly or according to your repayment schedule. If you do not, you could end up in default, which has serious consequences.

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 can all take action to recover the money you owe. Here are some consequences of default:

- The entire unpaid balance of your loan and any interest you owe becomes immediately due (this is called “acceleration”).
- You will lose eligibility for additional federal student aid.
- The default will be reported to credit bureaus, damaging your credit rating and affecting your ability to buy a car or house or to get a credit card.
- Your tax refunds and federal benefit payments may be withheld and applied toward repayment of your defaulted loan (this is called “treasury offset”).
- Your wages will be garnished. This means your employer may be required to withhold a portion of your pay and send it to your loan holder to repay your defaulted loan.
- Your loan holder can take you to court.
- Your school may withhold your academic transcript until your defaulted student loan is satisfied. The academic transcript is the property of the school, and it is the school’s decision—not the U.S. Department of Education’s or your loan holder’s—whether to release the transcript to you.



Sample Standard Repayment Schedule

Loan Amount \$9,500.00

Interest Rate 6.8%

Repayment Summary

Months in Repayment 120

Monthly Payment \$109.33

Total Interest Payment \$3,619.60

Total Loan Payment \$13,119.60

GENERAL CONDITIONS & TERMS FOR WORK STUDY

Federal Work-Study is a federal student aid program that provides part-time employment while the student is enrolled in school to help pay his or her education expenses. The student must seek out and apply for work-study jobs at his or her school. The student will be paid directly for the hours he or she works and the amount he or she earns cannot exceed the total amount awarded by the school for the award year. The availability of work-study jobs varies by school. Arizona College work-study is awarded on a first come, first serve basis to students.

Prior to beginning work all work-study students must meet new hire eligibility requirements for the position, complete all human resource/payroll paperwork, as well as 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 be in good academic standing to continue in the position.

EXIT COUNSELING

A direct loan borrower who is graduating, leaving school, or dropping below half-time enrollment is required to complete exit counseling. At the time of exit counseling the Exit Counseling Guide for Federal Student Loan Borrowers will be provided. Students are required to complete 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
- Direct Subsidized/ Unsubsidized loans
- Parent PLUS Loans
- Supplemental Educational Opportunity Grants (FSEOG)

Title IV funds are awarded to a student under the assumption that the student will attend school for the entire period for which the assistance is awarded. When a student withdraws, the student may no longer be eligible for the full amount of Title IV funds that the student was originally scheduled to receive.



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 and/or SEOG may have to be recalculated.

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 obtain your permission before it can disburse them. Arizona College can disburse eligible grant funds without the student's permission for current charges, including tuition and fees, up to the amount of outstanding charges. Arizona College will request your permission to use the post-withdrawal grant disbursement for any other charges.

There are some Title IV funds that you 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 Loans
- Subsidized Direct Loans
- Parent PLUS Loans
- Pell Grants
- Supplemental Educational Opportunity 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. See "Financial Information" section for the Arizona College refund policy.

SCHOLASTIC STANDARDS



QUICK LINKS



855.706.8382



REQUEST INFO

GENERAL ACADEMIC STANDARDS

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.

Any student who is absent 14 consecutive calendar days will be withdrawn from the program. This policy excludes the pre-scheduled holiday break.

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

College of 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.

College of Nursing

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

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 prevents completion of course requirements by the end of the academic term.

Course grading is based on the following scale:

GRADE	GRADE POINTS	CREDITS ATTEMPTED	CREDITS EARNED
A 90 - 100%	4.0	Y	Y
B 80 - 89.9%	3.0	Y	Y
C 70 - 79.9%	2.0	Y	Y
D 60 - 69.9%	1.0	Y	Y
F Below 60%	0.0	Y	N
W	0.0	Y	N
TR	NA	Y	Y
I	NA	Y	N

*The 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.

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 College of Allied Health programs, at the end of the payment period for Massage Therapy, or at the end of the semester for the College of Nursing. 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, and 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

CREDIT HOUR DEFINITION

Arizona College measures its academic courses in terms of credit hours. An academic quarter is 10 weeks, consisting of two five-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



MAXIMUM TIMEFRAME

Maximum timeframe for a program measured in credit hours is a period no longer than 150% of the published length of the program. For a program measured in clock hours, a period no longer than 150% 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.

NOTE: 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 of attempted credits. A student is ineligible to receive Federal Financial Aid when it becomes mathematically impossible to complete the 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 timeframe 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.

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 Satisfactory Academic Progress, 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 Satisfactory Academic Progress if, at the end of the warning period, the student is meeting the minimum Satisfactory Academic Progress standards. If the student regains Satisfactory Academic Progress 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 and Veteran’s educational benefit eligibility and may be terminated from the college.

SATISFACTORY ACADEMIC PROGRESS STANDARDS

CUMULATIVE CREDITS ATTEMPTED	MIN CUMULATIVE GPA (CGPA)	MIN. CUMULATIVE CREDITS COMPLETED (MAX. TIMEFRAME)
01 - 20 CREDITS	1.5	67%
21 - 40 CREDITS	1.75	67%
41+ CREDITS	2.0	67%

APPEALS & 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 or payment period, unless otherwise stated in the academic plan 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 & 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

College of 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 180 calendar days. Leaves are not automatically granted; they must be approved.

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 student's return. The student must reapply for aid canceled or returned by the college during their Leave of Absence (LOA). All direct loan recipients who take a LOA should meet with the Financial Aid Office for an exit interview.

College of Nursing

The nursing program's Leave of Absence (LOA) 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 procedures for registering a complaint/grievance have been developed. If a student has a complaint(s) he/she 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, when reasonably possible.

2. Dean/Program Director Meeting with Student

If the student-instructor discussion does not resolve the issue, or if such a discussion is not reasonably possible, the student should contact the Dean of Nursing, Dean of General Education, or Program Director, as appropriate, 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 Dean or Program Director.

3. Submission of Grievance Form

The completed Grievance Form should be submitted to the Dean of Nursing, Dean of General Education, or Program Director, as appropriate, within 20 business days of the initial student-instructor discussion (#1 above). The Grievance Form includes the following prompts: summary of decision that is being appealed; basis for challenging the decision; identification of faculty or staff member who made the decision; description of prior attempts made to resolve the issue; specific remedy requested; and student signature.

4. Grievance Committee Investigation for: College of 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 Executive Director of Academic Operations 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.

College of Nursing

A Grievance Committee will be formed once a grievance is submitted.

Note: In each Committee instance involving a disability grievance, the Committee will consult with a Disability Coordinator or other individual who is trained on ADA/504 compliance.

Once the Dean of Nursing or Dean of General Education, as appropriate, receives the completed Grievance Form, he or she will organize a Grievance Committee made up of two faculty members (one from another campus) and two nursing staff/faculty members, who will investigate the grievance. If a member of the committee is involved with the student's grievance, a substitute member with no known conflict in the matter will be appointed for the consideration of the grievance.

Grievance Committee members commit to discuss the grievance only in the context of committee deliberations. The Grievance Committee's responsibilities are to interview all involved parties, review the documentation, develop recommendations in writing with a supporting rationale, and submit its recommendations to the Executive Director of Academic Operations, who will make determinations. When the student is interviewed, he or she may not be accompanied by legal counsel or family members unless the case relates to a Title IX complaint or disability matter.

Within 15 business days from the date the grievance was filed, the Executive Director of Academic Operations will notify the student in writing of the decision.

NOTE: Student work will not be reassessed or re-evaluated. Only documented clerical or procedural errors will alter the grade.

5. Appeal of Grievance Decision

Appeal for non-disability related grievance decisions: The student may appeal the Executive Director'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 Executive Director of Academic Operations' 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 of Nursing/ Executive Director of Allied Health on the appeal is final.

Appeal for disability-related grievance decisions: The student may appeal the Executive Director of Academic Operations' decision to the Vice President of Regulatory Affairs. The appeal must be submitted in writing within 10 business days of receipt of the Executive Director's written decision and state a basis for the appeal. The Vice President of Regulatory Affairs will make a final decision and notify the student within 10 days. Students not satisfied with the final disposition of the grievance process may contact the referenced entities below or the Office of Civil Rights at Office of Civil Rights (OCR), United States Department of Education, Washington DC 20201.

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

Arizona State Board of Nursing
4747 N. 7th Street, Suite 200
Phoenix, AZ 85014
602.771.7800
azbn.gov

Arizona State Board for Private Postsecondary Education
1740 W. Adams, Suite 3008
Phoenix, AZ 85007
602.542.4709
ppse.az.gov

Florida Board of Nursing
4052 Bald Cypress Way Bin C-02
Tallahassee, FL 32399-3252
850.488.0595
floridasnursing.gov/contact

Florida Commission for Independent Education
325 W. Gaines Street, Suite 1414
Tallahassee, FL 32399-0400
Fax: 850.245.3238
Email: cieinfo@fldoe.org
fldoe.org

Nevada Commission on Postsecondary Education
2800 E. St. Louis
Las Vegas, NV 89104
702.486.7330
cpe.nv.gov

Nevada State Board of Nursing
4220 S. Maryland Pkwy
Building B, Suite 300
Las Vegas, NV 89119-7533
702.486.5800
nevadanursingboard.org

Texas Higher Education Coordinating Board

Office of General Counsel
P.O. Box 12788
Austin, TX 78711-2788
512.427.6101
theccb.state.tx.us/studentcomplaints

For the rules governing student complaints, visit: [texreg.sos.state.tx.us/public/readtac\\$ext.TacPage?sl=T&app=9&p_dir=N&p_rloc=177926&p_tloc=&p_ploc=1&pg=3&p_tac=&ti=19&pt=1&ch=1&rl=116](http://texreg.sos.state.tx.us/public/readtac$ext.TacPage?sl=T&app=9&p_dir=N&p_rloc=177926&p_tloc=&p_ploc=1&pg=3&p_tac=&ti=19&pt=1&ch=1&rl=116)

Texas State Board of Nursing

333 Guadalupe, Suite 3-460
Austin, TX 78701-3944
512.305.7400
www.bon.texas.gov/contact_us.asp

Texas Workforce Commission Career Schools and Colleges

101 East 15th Street, Room 226T
Austin, TX 78778-0001
512.936.6959
twc.state.tx.us/partners/career-schools-colleges-resources

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 all students in understanding their 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 date of determination is the date that the student begins the withdrawal process. Any student that officially withdraws will receive a grade of (W). See Academic Standards section on the impact of a W on your GPA and Standards of Academic Progress.

INTERRUPTION IN EDUCATION

If education is interrupted for any reason (e.g., 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.



GRADUATION REQUIREMENTS

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.



STUDENT HANDBOOK



QUICK LINKS



855.706.8382



REQUEST INFO

STUDENT SERVICES & ACTIVITIES

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 & EMPLOYMENT ASSISTANCE

The externship is a large part of the student's program. Arizona College will secure an externship for each student. Student's 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 RIGHTS & RESPONSIBILITIES

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.

FERPA

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

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 Executive Director of Academic Operations 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).



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.

The full Title IX and Sexual Misconduct policy including Title IX Reporting/Filing, Investigation, and Appeal/Sanction process can be located in the Arizona College [Annual Security Report](#).

Questions regarding Title IX may be referred to the Title IX/SaVE Coordinator for Arizona College, Matthew Calhoun, Vice President of Regulatory Affairs and Student Finance, at:

602.759.2249
 mcalhoun@arizonacollege.edu
 2510 W. Dunlap Ave., Suite 290
 Phoenix, AZ 85021

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.

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 nondiscrimination, including the Title IX/SaVE coordinators contact information, continuous monitoring and oversight of overall college activities for compliance with Title IX requirements, including athletic equity, grievance procedures, investigations, sanctions, and evaluating requests for confidentiality.

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 drug 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 & 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 668.48) 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 & 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 recording.

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. Ask an administrative staff member for clarification.

INSTRUCTIONAL METHODOLOGY

All College of 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 make any such rules that may be required for the health and general welfare of all students.

CELLPHONES

The use of cellphones may be permitted at the faculty member's discretion to enhance the classroom's education environment.

When not in use, cellphones 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.

COLLEGE OF ALLIED HEALTH DRESS CODE

Students of Arizona College are expected to comply with the dress code of the health care 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 of Allied Health programs:

- Student uniforms must be neat, clean, and properly fit.
- A student photo ID tag must be worn and visible at all times in classroom and clinical settings.
- Shoes must be non-porous, closed-toed, and without a heel. Laces must be tied and clean.
- A 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.

BACHELOR OF SCIENCE IN NURSING (BSN) DRESS CODE

See Bachelor of Science in Nursing Student Handbook.

CONDUCT

Students shall maintain a professional behavior at all times. The following are examples of unprofessional behavior 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.
- 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 the 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 health care personnel in clinical settings may report a violation of the Code of Conduct.

- Once a report is filed, the appropriate instructor and program director will discuss the allegation with the student. The student may present evidence regarding the allegation. Student may admit or deny the allegation. At all times, the instructor and program director will conduct the investigation in a manner that protects the rights of the student.
- Upon investigation, if the instructor/director finds no merit to the allegation, the charges will be dismissed.
- 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 the safety and wellbeing of Arizona College community
 - To ensure student's physical and 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 the dean.

First Offense

Mandatory Sanctions

- Zero credit for entire paper, exam, quiz, homework, and/or 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 first and second issues

A student may appeal the consequences (See Arizona College Grievance Policy)

FACULTY & ADMINISTRATION



QUICK LINKS



855.706.8382



REQUEST INFO

Ownership

Eduvition, Inc. d.b.a.: Arizona College

National Leadership

Nick Mansour, MBA

President
Stanford University

Maddie Caballo, MBA

Vice President of Allied Health
Carnegie Mellon University

Matthew Calhoun, MEd

Vice President of Regulatory Affairs & Student Finance
Northern Arizona University

Marie Hallinan, MA

Chief Operating Officer
University of Dayton

Damien Mach, MBA

Vice President of Admissions
Keller Graduate School of Business

Patrick Robinson, PhD

Provost & Vice President of Academic Affairs
Loyola University of Chicago

Eric Sisak, MBA

Vice President of Digital Marketing & Analytics
Carnegie Mellon University

Ryan Svendsen, BBA

Vice President of Finance
University of Arizona

Thomas Williams, MBA

Chief Marketing Officer
Indiana State University

Corporate

Lauren Coughlin, MBA

Director of Registrar Services

Kim Burke

Compliance Specialist

Laura Byers

Executive Assistant

Kelley Carlson

Accounting/Payroll Assistant

Naomi Champagne

HR/Talent Acquisition Manager

Linda Coleman

Compliance Specialist

Juli Daniels

Clinical Relations Specialist

Vanessa Flores

Financial Aid Specialist

Genna Freeborn, MS

Corporate Director of Financial Aid
New York Institute of Technology

David Goodwin

Director of Real Estate & Facilities

Jill Jamerson

Registrar

Solenne Miller

Business Analyst

Linda Prozialeck

Director of Nursing Regulatory Affairs

Gregg Rosenberg

Director of IT

Kristi Womack

Senior Staff Accountant

Dallas Campus

Administration

Trevor Blow, BS

Financial Aid Director
Louisiana Tech University

Cassandra DelCheccolo, PhD

Executive Director of Academic Operations
Capella University

Sherri Springer, BS

Executive Director of Enrollment Services
Florida Metropolitan University

Faculty

Michael Becerra

Adjunct Faculty

Corey Christen, MS

Adjunct Faculty
Clemson University

Deborah Daley, MSN

Faculty

Arlandis Jones, MFA

Adjunct Faculty
Southern New Hampshire University

Suja Joseph, MSN

Adjunct Faculty
American Sentinel University

Valencia McKinzie, MS

Adjunct Faculty
Texas Women's University

Stephanie Turkel

Adjunct Faculty

Brenda Uhrig

Adjunct Faculty

Staff

Tricia Brewer

Admissions Coordinator

Kawine Doss, MSHRM, MBA

Admissions Advisor
Walden University, South University

James Farned, BA

Technology Support Specialist II
University of Houston-Clear Lake

Athena Olinger, BS

Admissions Advisor
California State Polytechnic
University-Pomona

Latonya Tanner, BBA

Admissions Advisor
Lane College

Seanna Zuniga

Certificate for Pharmacy Technician
BSN Program Manager
PIMA Medical Institute

Glendale Campus

Administration

Lisa Beaman, MA

Executive Director of Academic Operations
Hope International University

Amber Brewer, MAOM

Executive Director of Enrollment Services
University of Phoenix

Jazmin Sanchez

Regional Director of Financial Aid

Faculty

Rosemary Angle, LMT, BSBM

Program Director
Anthem Online College,
Phoenix Therapeutic College

Tanesha Baynes, MA, AS, Medical Assisting Diploma

Instructor
Concorde, Glendale Community College

Rana Biniazan

Instructor

Jacqueline Cloutier

Instructor

Dawn Davis

Instructor

Deyatres Dewalt, RMA, BHSc, Medical Assisting Diploma

Program Director
Anthem College, Arizona State University

Ashley Dunning, MA, Phlebotomist, BHS, AOS

Instructor
College America, Stevens-Henager

Cynthia Eschen, MA, Phlebotomist, CPR Medical Assisting Diploma, Phlebotomist Diploma

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