



# ARIZONA COLLEGE of Nursing<sup>®</sup>

2022/2023

ACADEMIC  
CATALOG

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Get the Professional  
**ADVANTAGE**

## 2022-23 College of Nursing Academic Catalog Addendum



### REVISED 11.03.22

- P 15: Las Vegas Title IX Deputy Coordinator updated.

### REVISED 10.20.22

- P 4: Approvals, Licensures, & Memberships updated
- P 4: College History updated
- P 5: Non-Main Campuses updated
- P 10: Curriculum updated
- P 11: Curriculum Framework updated
- P 12: Bachelor of Science in Nursing (BSN, SOC 29-1140) - Schedule of Courses Required General Education & Science Courses updated.
- P 13: Nursing Core Courses updated
- P 17: General Education Transfer Credits; Non-Science Related Gen-Ed Courses and corresponding reference updated.
- P 21: PSC 101 and corresponding reference updated.
- P 23: NUR 356L and corresponding reference updated.
- P 24: NUR 335L and NURL 336L and corresponding reference updated.
- P 27: Tuition & Fees updated.
- P 29: Colorado Refund Policy added.
- P 62 Colorado added to the Appeal of Grievance Decision.
- P 66 Colorado added to Title IX: Gender Discrimination & Sexual Harassment.
- P 67: Disability Resources & Services updated.
- P 74: Colorado Students Workers Compensation Policy added.
- P 78: Aurora, Colorado Administration & Faculty added.
- P 95: Aurora, Colorado Campus address added.

### REVISED 10.16.22

- P 7: 2022-2023 Term Schedule updated.
- P 27: Estimated Variable Costs updated.
- P 36: Veterans Benefits updated.
- P 38: Arizona College of Nursing Scholarships updated.
- P 48: Honors Designations updated.
- P 58: For Cause Substance Screening updated.
- P 62: Hawaii Post-Secondary Education Authorization Program added.

### REVISED 10.06.22

- P 15: Requirements for Admission into the BSN have been updated.
- P 58: For Cause Substance Screening updated.
- PP 83-84: Ontario Campus Administration & Faculty updated.
- PP 87-88: Southfield Campus Administration & Faculty updated.



Tempe Campus



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

*Matthew Egan*  
Signature of College Official

Information is current as of 10/20/2022 at the time of publication. This catalog is valid through 08/27/2023. Arizona College of Nursing reserves the right to change the terms and conditions outlined in this catalog. Updated information, including additions and amendments, are available via <https://www.arizonacollege.edu/academic-catalog/>. It is the responsibility of applicants and students to check online for updates in publication and abide by the policies within. The catalog published online supersedes all previously published editions and is in effect until a subsequent catalog is published.

# THE CHALLENGE



Welcome to Arizona College of Nursing! 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 of Nursing 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 of Nursing. It is available to all students and prospective students. Turn the page and learn about the opportunities at Arizona College of Nursing!

If you have made the commitment to attend Arizona College of Nursing, 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,

A handwritten signature in black ink, appearing to read 'Nick Mansour'.

**Nick Mansour**  
**Chairman of the Board**

# GENERAL INFORMATION



## QUICK LINKS



855.706.8382



REQUEST INFO

# ABOUT ARIZONA COLLEGE OF NURSING

## MISSION

The mission of Arizona College of Nursing 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 of Nursing 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

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](http://www.ccneaccreditation.org)

## APPROVALS, LICENSURES, & MEMBERSHIPS

Arizona College of Nursing is a private college and 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, California, Michigan, Nevada, Texas and Utah State Boards of Registered Nursing for the Baccalaureate Pre-Licensure Nursing Program
- Initial approval from the Virginia Board of Nursing
- Interim approval by the Colorado State Board of Nursing
- 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
- Approved by the State of Michigan, Licensing and Regulatory Affairs (LARA)
- Certified to operate by the State Council of Higher Education for Virginia (SCHEV)
- Approved by California Bureau for Private Postsecondary Education (BPPE)

**NOTE:** Approval to operate by the BPPE reflects that the institution has evidenced compliance with state standards as set forth in the applicable California Education Code and the California Code of Regulations.

- Authorized to operate by the State of Utah Department of Commerce, Division of Consumer Protection
- Provisional authorization by the Colorado Commission on Higher Education (CCHÉ)
- Arizona College of Nursing has been approved to participate in the Arizona Council for State Authorization Reciprocity Agreements (AZ-SARA)
- Arizona College of Nursing has been approved to participate in the National Council for State Authorization Reciprocity Agreements (NC-SARA)

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

Any enrolled or prospective student who wishes to review the documents describing the institution's accreditation, and its State, Federal or tribal approval or licensing, should contact Wendy Soliz, Accreditation Manager at [wsoliz@arizonacollege.edu](mailto:wsoliz@arizonacollege.edu).

## COLLEGE HISTORY

Arizona School of Pharmacy Technology was founded in 1991 by pharmacists to provide a quality source of Pharmacy Technicians to the valley pharmacy community. In 1995, Eduvision, Inc., an educational services corporation with over 20 years experience in allied health education, purchased the school and changed its name to Arizona College of Allied Health. In 1996, Arizona College of Allied Health moved from the Scottsdale Airpark to 19<sup>th</sup> 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 California, Colorado, Florida, Michigan, Nevada, Texas, Utah and Virginia.

## MAIN 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 campus has five Nursing Skills Labs equipped with hospital-style amenities that are equivalent to those used in the local hospitals, eight Simulation Labs with state-of-the-art simulation technology including high-fidelity simulation manikins. The campus has 8 didactic classrooms with smartboard technology that allows for an interactive classroom environment. The campus also has two wet science labs that allows students to have hands-on experiences with chemistry and biology.



Glendale Campus





*Glendale Campus*

## NON-MAIN CAMPUSES

The Aurora campus is located in the Denver Metro area in Aurora, Colorado. It has over 20,000 square feet and is dedicated to nursing education. The Bachelor of Science in Nursing (BSN) program is the only program offered at the Aurora campus.

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 campus has one Nursing Skills Lab equipped with hospital-style amenities that are equivalent to those used in the local hospitals and four Simulation Labs with state-of-the-art simulation technology including high-fidelity simulation manikins. The campus has seven didactic classrooms. The campus also has one science lab that allows students to have hands-on experiences with chemistry and biology.

The Falls Church campus is located in Northern Virginia. This campus has over 24,000 square feet and is dedicated to nursing education. The campus has two Nursing Skills Labs equipped with hospital style amenities that are equivalent to those used in the local hospitals and four Simulation Labs with state-of-the-art simulation technology. The campus has three didactic classrooms with smartboard technology that allows for an interactive classroom environment. The campus also has two science labs that allows students to have hands on experiences with chemistry and biology.

The Las Vegas campus is located just off the southern beltway curve, minutes from the Las Vegas strip. The space has over 25,000 square feet and is dedicated to nursing education. The campus has four Nursing Skills Labs equipped with hospital-style amenities that are equivalent to those used in the local hospitals and four Simulation Labs with state-of-the-art simulation technology including high-fidelity simulation manikins. The campus has ten didactic classrooms with smartboard technology that allows for an interactive classroom environment. The campus also has two science labs that allows students to have hands-on experiences with chemistry and biology.

The Ontario campus is located in Ontario, California. This campus has over 14,000 square feet and is dedicated to nursing education. All Ontario classes are based at this location. The campus has two Nursing Skills Labs equipped with hospital-style amenities that are equivalent to those used in the local hospitals and four Simulation Labs with state-of-the-art simulation technology including high-fidelity simulation manikins. The campus has two didactic classrooms with smartboard technology that allows for an interactive classroom environment. The campus also has one science lab that allows students to have hands-on experiences with chemistry and biology.

The Phoenix campus is conveniently located off the I-17 in West Phoenix. This campus has over 16,000 square feet and is dedicated to nursing education. The campus has one Nursing Skills Lab equipped with hospital-style amenities that are equivalent to those used in the local hospitals, one Simulation Lab with state-of-the-art simulation technology including high-fidelity simulation manikins. The campus has six didactic classrooms with smartboard technology that allows for an interactive classroom environment. The campus also has two science labs that allows students to have hands-on experiences with chemistry and biology.

The Salt Lake City campus is located in Murray, Utah. This campus has over 20,000 square feet and is dedicated to nursing education. The campus has two Nursing Skills Labs equipped with hospital style amenities that are equivalent to those used in the local hospitals and four Simulation Labs with state-of-the-art simulation technology including high fidelity simulation manikins. The campus has four didactic classrooms with smartboard technology that allows for an interactive classroom environment. The campus also has two science labs that allows students to have hands on experiences with chemistry and biology.

The Southfield campus is located in Southfield, Michigan, a northern suburb of Detroit. This campus has over 27,000 square feet and is dedicated to nursing education. The campus has two Nursing Skills Labs equipped with hospital-style amenities that are equivalent to those used in the local hospitals and four Simulation Labs with state-of-the-art simulation technology including high-fidelity simulation manikins. The campus has six didactic classrooms with smartboard technology that allows for an interactive classroom environment. The campus also has two science labs that allows students to have hands-on experiences with chemistry and biology.

The Tucson campus is located on East Williams Circle in Tucson, Arizona. This campus has over 20,000 square feet and is dedicated to nursing education. The campus has two Nursing Skills Labs equipped with hospital-style amenities that are equivalent to those used in the local hospitals and four Simulation Labs with state-of-the-art simulation technology, including high-fidelity simulation manikins. The campus has five didactic classrooms with smartboard technology that allows for an interactive classroom environment. The campus also has two science labs that allows students to have hands-on experiences with chemistry and biology.

All locations have ample parking. The classrooms and laboratories provide a working health care environment for its educational programs. All facilities are accessible to people with disabilities.

### HOURS OF OPERATION

Monday–Friday: 7:00 am–8:30 pm  
 Saturday: Special Events  
 Sunday: Closed

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



Tempe Campus

**2022-2023 TERM SCHEDULE**

| <b>NURSING<br/>START DATE</b> | <b>APPROXIMATE<br/>COMPLETION DATE</b> |
|-------------------------------|--|
| 8/29/22                       | 8/24/2025                              |
| 10/24/22                      | 8/24/2025                              |
| 1/2/23                        | 12/28/2025                             |
| 2/27/23                       | 12/28/2025                             |
| 5/1/23                        | 4/26/2026                              |
| 6/26/23                       | 4/26/2026                              |
| 8/28/23                       | 8/23/2026                              |
| 10/23/23                      | 8/23/2026                              |



**2022-2023 HOLIDAYS**

**2022**

|                       |                      |
|-----------------------|----------------------|
| August 22-28          | Summer Break         |
| September 5           | Labor Day            |
| November 11           | Veterans Day         |
| November 24-25        | Thanksgiving Holiday |
| December 19-January 1 | Winter Break         |

**2023**

|                                      |                  |
|--------------------------------------|------------------|
| January 1<br>(Observed on January 2) | New Year's Day   |
| February 20                          | President's Day  |
| April 24-April 30                    | Spring Break     |
| May 29                               | Memorial Day     |
| June 19                              | Juneteenth       |
| July 4                               | Independence Day |
| August 21-27                         | Summer Break     |

**PROGRAM ACADEMIC CALENDAR 2022-2023**

**Fall Semester 2022**

|           |                          |
|-----------|--------------------------|
| Session A | August 29 - October 23   |
| Session B | October 24 - December 18 |

**Spring Semester 2023**

|           |                         |
|-----------|-------------------------|
| Session A | January 2 - February 26 |
| Session B | February 27 - April 23  |

**Summer Semester 2023**

|           |                     |
|-----------|---------------------|
| Session A | May 1 - June 25     |
| Session B | June 26 - August 20 |

**Fall Semester 2023**

|           |                          |
|-----------|--------------------------|
| Session A | August 28 - October 22   |
| Session B | October 23 - December 17 |

# PROGRAM OF STUDY



## QUICK LINKS



855.706.8382



REQUEST INFO

# BACHELOR OF SCIENCE IN NURSING (BSN)



## BSN NURSING PRACTICE

BSN-educated Registered Nurses (RNs) are health care professionals who provide and coordinate care for individuals, families, communities and populations. Their practice is based on nursing knowledge, theory and research as well as knowledge from a wide array of other fields and professions, adapting and applying this knowledge as appropriate to professional practice.

Employment opportunities continue to grow for the nursing profession. Registered nurses work in hospitals, clinics, home health care agencies and subacute and long-term care facilities. Others work in correctional facilities, schools, community organizations, occupational health settings or serve in the military. Nurses also provide care in locations such as camps, homeless shelters, sporting events and tourist destinations.

## PROGRAM MISSION

The mission of the Arizona College of Nursing BSN degree program is to prepare professional nurses who are competent in delivering evidence-based patient- and community-centered care as members and leaders of an interprofessional health care team with an emphasis on quality improvement that drives desired patient, systems and population outcomes.

## PROGRAM GOAL

The goal of the BSN degree program is to prepare generalist nurses who competently deliver safe and effective entry-level nursing care.

## PROGRAM STUDENT LEARNING OUTCOMES

- Deliver patient- and community-centered care to achieve desired patient and population outcomes.
- Improve quality and safety of care to achieve desired systems and population outcomes.
- Make evidence based decisions to achieve desired patient, systems, and population outcomes.
- Collaborate with the interprofessional team to achieve desired patient, systems and population outcomes.
- Manage information and technology to achieve desired patient, systems and population outcomes.



TUITION



ASSISTANCE



MILITARY & VETERAN PROGRAMS

## EDUCATIONAL ENVIRONMENT, TECHNOLOGY & EQUIPMENT

Campuses provide space optimized for student learning and engagement. Wi-Fi is available throughout. Classrooms are outfitted with computer-operated audiovisual equipment. A Learning Resource Center (LRC) is the campus hub of academic support including tutoring plus group and individual study space.

State-of-the-art high fidelity human patient simulation laboratories provide a safe space for practicing clinical care and learning by peer feedback and self-reflection. Additional skills laboratories are equipped with task trainers, patient care devices and clinical supplies. An additional science laboratory, used for general education courses, is furnished with microscopes, anatomical models and equipment for performing biology and chemistry experiments.

The BSN degree program is supported by a variety of web-based education applications that support the development of critical thinking and clinical judgement. Such applications include virtual clinical scenarios, virtual laboratory simulations, interactive e-books, personalized learning platforms and video case studies.

## INSTRUCTION

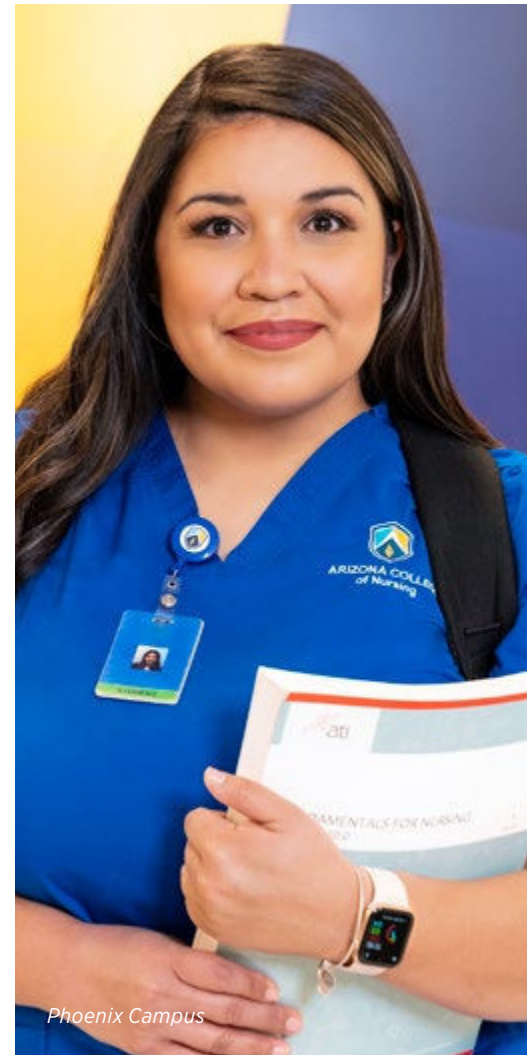
Learning takes place in multiple environments including the classroom, clinical agencies, simulation and learning laboratories, the community and virtually through the internet. Courses may be offered residentially, online or in a blended format. The faculty at Arizona College of Nursing commit to teaching-learning practices that are evidence based, interactive and student centered. Learning is an active process facilitated by faculty. Students engage actively with faculty, peers and patients to promote learning and achieve competence for entry-level nursing practice. Faculty are readily available for extra support, tutoring and guidance. Students and their success are at the heart of everything faculty do.

## CURRICULUM

The BSN degree program is divided into two parts: general education and core nursing. BSN nursing is grounded in a foundation of liberal arts and sciences. The program requires 50\* credits hours of general education that prepare the student for the nursing curriculum and are designed to achieve the following outcomes:

- **Communicating effectively:**  
Communicate clearly and appropriately in writing with the ability to logically defend one's position.
- **Solving problems quantitatively:**  
Analyze data quantitatively as the basis for making valid inferences in order to draw appropriate conclusions.
- **Exploring the natural world:**  
Apply principles of physical and biological science to interpret human-environment interaction.
- **Understanding human behavior:**  
Apply principles of biobehavioral science to interpret human behavior and social interaction.
- **Including diverse perspectives:**  
Value the inclusion of diversity in all social processes.
- **Engaging civically:** Impact communities through advocacy.

The core nursing curriculum (70\* credit hours) is structured to build competencies in patient-centered care, evidence based practice, quality improvement, interprofessional teamwork, informatics and clinical reasoning to be used in the process of clinical judgment. Sound clinical judgment is the catalyst for all aspects of professional nursing care, which results in driving desired patient, systems and population outcomes.




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

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\* Colorado only: 47 Gen ed credit hours, 73 core credit hours.



## CURRICULUM FRAMEWORK

Included within the nursing courses are 630\* clinical practicum contact hours that provide experiences in direct and indirect patient care across specialties, settings and acuity levels. The curriculum incorporates the following profession standards to support the students' ability to address the challenges of current nursing practice:

- American Association of Colleges of Nursing Essentials of Baccalaureate Education for Professional Nursing Practice
- Quality Safety Education for Nurses (QSEN)
- American Nurses Association Scope and Standards of Practice
- American Nurses Association Code for Nurses
- American Nurses Association Social Policy Statement

\* Colorado students have a total of 765 clinical hours which are a combination of direct and indirect clinical experiences.

## BACHELOR OF SCIENCE IN NURSING (BSN, SOC 29-1140) - SCHEDULE OF COURSES

### REQUIRED GENERAL EDUCATION & SCIENCE COURSES

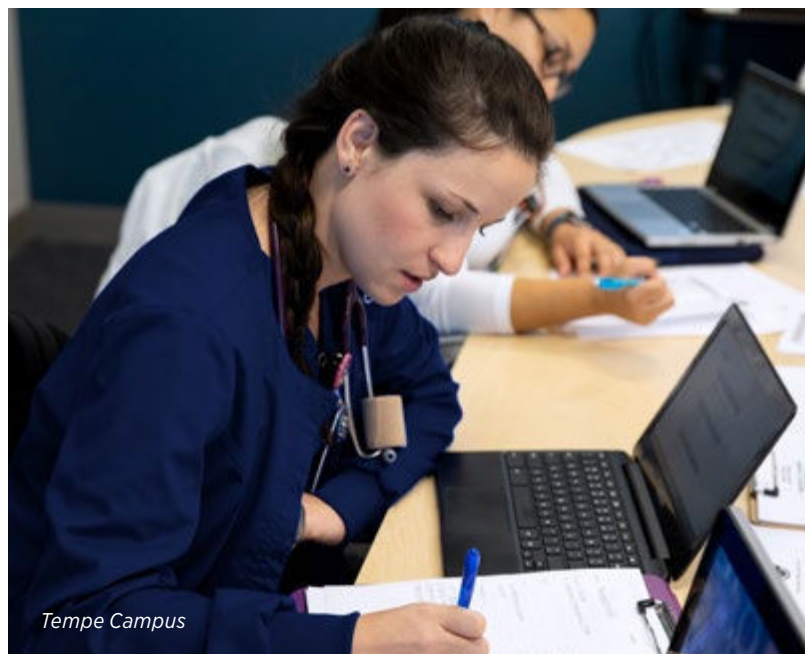
| COURSE  | TITLE  | SEMESTER CREDIT HOURS |
|---|--|-----------------------|
| <b>PREREQUISITE</b>                                     |  |                       |
| BIO 189   | Fundamentals of Biology  | 3                     |
| BIO 201   | Natural Science – General: Human Anatomy/Physiology I (Lecture/Lab)  | 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                     |
| <b>GENERAL EDUCATION &amp; SCIENCE COURSES SUBTOTAL</b> |  | <b>50 / 47**</b>      |

\*Not applicable in Colorado

\*\*Colorado only

### CALIFORNIA ONLY: LVN 30 UNIT OPTION

The Program offers a thirty (30)-semester unit option for licensed vocational nurses in California to become eligible to apply for RN licensure in accordance with California Regulation 1429 (a) (b) and (c). Applicants must convey their intent to enroll in this option at the time of application and present an unencumbered LVN license.





## NURSING CORE COURSES\*

| COURSE                               | TITLE  | CLASSROOM CONTACT HOURS | LAB CONTACT HOURS | CLINICAL CONTACT HOURS | SEMESTER CREDIT HOURS |
|--------------------------------------|--|-------------------------|-------------------|------------------------|-----------------------|
| <b>SEMESTER 5</b>                    |  |                         |                   |                        |                       |
| 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                     |
| <b>SUBTOTAL</b>                      |  | <b>135</b>              | <b>90</b>         | <b>45</b>              | <b>13</b>             |
| <b>SEMESTER 6</b>                    |  |                         |                   |                        |                       |
| 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 / 90**              | 2 / 3**               |
| <b>SUBTOTAL</b>                      |  | <b>150</b>              | <b>60</b>         | <b>135 / 180**</b>     | <b>15 / 16**</b>      |
| <b>SEMESTER 7</b>                    |  |                         |                   |                        |                       |
| 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                     |
| <b>SUBTOTAL</b>                      |  | <b>135</b>              | <b>45</b>         | <b>202.5</b>           | <b>15</b>             |
| <b>SEMESTER 8</b>                    |  |                         |                   |                        |                       |
| NUR 335                              | Maternal Health Theory & Application                       | 45                      | 0                 | 0                      | 3                     |
| NUR 335L                             | Maternal Health Theory & Application Practicum             | 0                       | 30                | 45 / 90**              | 2 / 3**               |
| NUR 336                              | Pediatric Health Theory & Application                      | 45                      | 0                 | 0                      | 3                     |
| NUR 336L                             | Pediatric Health Theory & Application Practicum            | 0                       | 30                | 45 / 90**              | 2 / 3**               |
| 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                     |
| <b>SUBTOTAL</b>                      |  | <b>135</b>              | <b>60</b>         | <b>90 / 180**</b>      | <b>13 / 15**</b>      |
| <b>SEMESTER 9</b>                    |  |                         |                   |                        |                       |
| 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                     |
| <b>SUBTOTAL</b>                      |  | <b>150</b>              | <b>15</b>         | <b>157.5</b>           | <b>14</b>             |
| <b>NURSING CORE COURSES SUBTOTAL</b> |  | <b>705</b>              | <b>270</b>        | <b>630 / 765**</b>     | <b>70 / 73**</b>      |
| <b>NURSING PROGRAM GRAND TOTAL</b>   |  |                         |                   |                        | <b>120</b>            |

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

\* Excludes California

\*\* Colorado only. Colorado students have an additional 188 simulation clinical hours for a total of 765 clinical hours.

**NURSING CORE COURSES (CALIFORNIA ONLY)**

| COURSE                               | TITLE  | CLASSROOM CONTACT HOURS | LAB CONTACT HOURS | CLINICAL CONTACT HOURS | SEMESTER CREDIT HOURS |
|--------------------------------------|--|-------------------------|-------------------|------------------------|-----------------------|
| <b>SEMESTER 5</b>                    |  |                         |                   |                        |                       |
| NUR 211                              | Critical Thinking in Clinical Decision-Making              | 32                      | 0                 | 0                      | 2                     |
| NUR 213                              | Ethics & Legal Standards in Nursing Practice I             | 16                      | 0                 | 0                      | 1                     |
| NUR 215                              | Theoretical Foundation in Nursing Practice                 | 32                      | 0                 | 0                      | 2                     |
| NUR 215L                             | Theoretical Foundation in Nursing Practice Practicum       | 0                       | 0                 | 114                    | 3                     |
| NUR 216                              | Health Assessment  | 32                      | 48                | 0                      | 3                     |
| NUR 218                              | Interprofessional Communications                           | 16                      | 0                 | 0                      | 1                     |
| NUR 338                              | Leader in Quality & Patient Safety I                       | 16                      | 0                 | 0                      | 1                     |
| <b>SUBTOTAL</b>                      |  | <b>144</b>              | <b>48</b>         | <b>144</b>             | <b>13</b>             |
| <b>SEMESTER 6</b>                    |  |                         |                   |                        |                       |
| NUR 333                              | Ethics & Legal Standards in Nursing Practice II            | 16                      | 0                 | 0                      | 1                     |
| NUR 334                              | Pharmacology I   | 32                      | 0                 | 0                      | 2                     |
| NUR 337                              | Evidence-Based Practice I                                  | 16                      | 0                 | 0                      | 1                     |
| NUR 355                              | Acute & Chronic Health Disruptions in Adults I             | 48                      | 0                 | 0                      | 3                     |
| NUR 355L                             | Acute & Chronic Health Disruptions in Adults I Practicum   | 0                       | 0                 | 144                    | 3                     |
| NUR 356                              | Mental Health Theory & Application                         | 48                      | 0                 | 0                      | 3                     |
| NUR 356L                             | Mental Health Theory & Application Practicum               | 0                       | 0                 | 96                     | 2                     |
| <b>SUBTOTAL</b>                      |  | <b>160</b>              | <b>0</b>          | <b>240</b>             | <b>15</b>             |
| <b>SEMESTER 7</b>                    |  |                         |                   |                        |                       |
| NUR 354                              | Pharmacology II  | 32                      | 0                 | 0                      | 2                     |
| NUR 357                              | Evidence-Based Practice II                                 | 16                      | 0                 | 0                      | 1                     |
| NUR 358                              | Leader in Quality Care & Patient Safety II                 | 16                      | 0                 | 0                      | 1                     |
| NUR 425                              | Acute & Chronic Health Disruptions in Adults II            | 32                      | 0                 | 0                      | 2                     |
| NUR 425L                             | Acute & Chronic Health Disruptions in Adults II Practicum  | 0                       | 0                 | 144                    | 3                     |
| NUR 426                              | Community Health Nursing Theory & Application              | 48                      | 0                 | 0                      | 3                     |
| NUR 426L                             | Community Health Nursing Theory & Application Practicum    | 0                       | 0                 | 144                    | 3                     |
| <b>SUBTOTAL</b>                      |  | <b>144</b>              | <b>0</b>          | <b>288</b>             | <b>15</b>             |
| <b>SEMESTER 8</b>                    |  |                         |                   |                        |                       |
| NUR 335                              | Maternal Health Theory & Application                       | 48                      | 0                 | 0                      | 3                     |
| NUR 335L                             | Maternal Health Theory & Application Practicum             | 0                       | 0                 | 96                     | 2                     |
| NUR 336                              | Pediatric Health Theory & Application                      | 48                      | 0                 | 0                      | 3                     |
| NUR 336L                             | Pediatric Health Theory & Application Practicum            | 0                       | 0                 | 96                     | 2                     |
| NUR 423                              | Ethics & Legal Standards in Nursing Practice III           | 16                      | 0                 | 0                      | 1                     |
| NUR 427                              | Evidence-Based Practice III                                | 16                      | 0                 | 0                      | 1                     |
| NUR 428                              | Leader in Quality & Patient Safety III                     | 16                      | 0                 | 0                      | 1                     |
| <b>SUBTOTAL</b>                      |  | <b>144</b>              | <b>0</b>          | <b>192</b>             | <b>13</b>             |
| <b>SEMESTER 9</b>                    |  |                         |                   |                        |                       |
| NUR 443                              | Transition to the Profession                               | 16                      | 0                 | 0                      | 1                     |
| NUR 445                              | Acute & Chronic Health Disruptions in Adults III           | 48                      | 0                 | 0                      | 3                     |
| NUR 445L                             | Acute & Chronic Health Disruptions in Adults III Practicum | 0                       | 0                 | 192                    | 4                     |
| NUR 446                              | Professional Seminar                                       | 32                      | 0                 | 0                      | 2                     |
| NUR 447                              | Evidence-Based Practice IV                                 | 16                      | 0                 | 0                      | 1                     |
| NUR 448                              | Leader in Quality Care & Patient Safety IV                 | 48                      | 0                 | 0                      | 3                     |
| <b>SUBTOTAL</b>                      |  | <b>160</b>              | <b>0</b>          | <b>192</b>             | <b>14</b>             |
| <b>NURSING CORE COURSES SUBTOTAL</b> |  | <b>752</b>              | <b>48</b>         | <b>1056</b>            | <b>70</b>             |
| <b>NURSING PROGRAM GRAND TOTAL</b>   |  |                         |                   |                        | <b>120</b>            |

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

# 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.

## RESIDENCY

Arizona College of Nursing is authorized to deliver distance education. A student's physical location at the time of enrollment is determined by the address the student lists on their Admissions application. The address is reviewed prior to submitting for approval into the program.

If a student has a change of address, updates can be made via the Student Portal or by contacting their Program Manager. An address change in the Student Portal will automatically update the Student Information System. If a student contacts the Program Manager for an address change, the Program Manager will update the Student Information System.

Students who relocate to a state in which Arizona College of Nursing does not have the approval to operate may be adversely impacted in their ability to complete their program.

## REQUIREMENTS FOR ADMISSION INTO THE BSN

### PROGRAM ADMISSION DOCUMENTS

1. Completed application and enrollment agreement for the nursing program.
2. Official high school transcript/ diploma 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®):

- No minimum score

#### High School Equivalency Test (HiSET®) :

- Cumulative score of 80 or above

#### Test Assessing Secondary Completion (TASC™):

- 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 an institution accredited by either a regional or national accrediting body or an agency recognized by the Council for Higher Education (CHEA) 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.

GPA requirements will be waived if student is a graduate of an Allied Health program at Arizona College.

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 weighted composite score of 60% on the HESI A2 Admissions Exam. See "Admissions Testing." (GPA requirements will be waived if A2 weighted composite score is  $\geq 75\%$ .)\*\*
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. Las Vegas students only: Proof of completion of the Nevada Constitution and U.S. Constitution course only if all general education courses are transferred.

\* Virginia campuses do not accept nursing course transfer credits at this time. General education credits are transferable.

\*\* Effective 01/04/21

## 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:

- Applicants 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.

## CAMPUS TRANSFERS

Students currently enrolled and in good financial and academic standing may request a campus transfer to another campus location offering the same program of study as their current enrollment.

Any student transfer between campuses at Arizona College of Nursing must comply with residency and curriculum requirements. Program, degree, and residency requirements vary from campus to campus within Arizona College of Nursing due to varying state Board of Nursing regulations. Course credits are not guaranteed to transfer to other campuses for this reason. Acceptance of credits is subject to the receiving campus's program requirements and class space availability. If the credits earned at another Arizona College of Nursing campus cannot be accepted at the campus to which a student seeks to transfer, the student may be required to repeat some or all coursework at that new campus. To minimize the risk of having to repeat coursework, students should work with their academic advisor in advance for evaluation and determination of transferability of credits. State specific requirements are available on the Arizona College website.

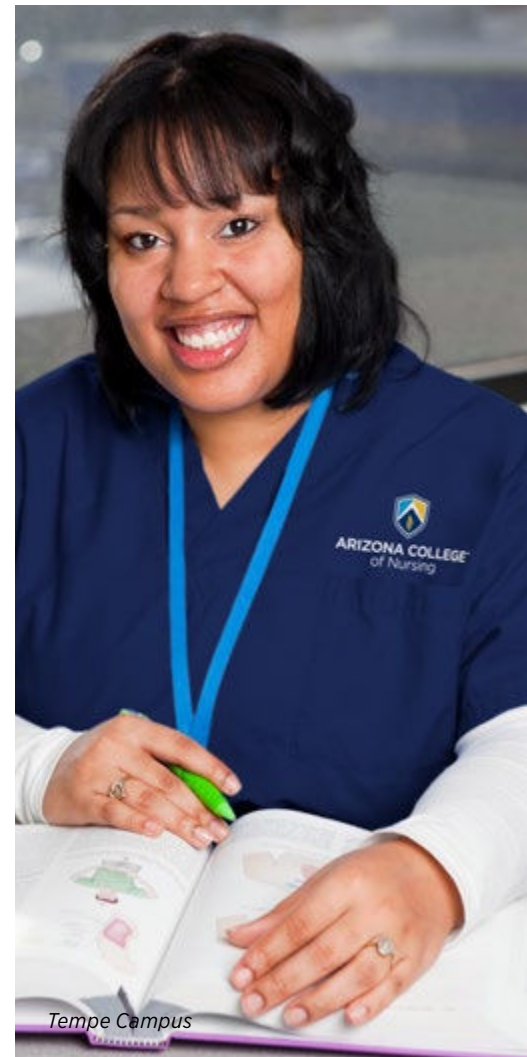
Students must sign new enrollment paperwork for the receiving campus prior to transfer.

Student must have all official transfer credits on file prior to transfer.

## LAPTOP REQUIREMENTS

Students are responsible for providing their own laptop, which is used extensively in the BSN degree program. This is considered an admission requirement. Below are the **minimum** hardware and software specifications:

- Wireless capability
- 2.0 Ghz Intel i3 (or compatible AMD model) or greater processor
- Windows 10
- 4 GB RAM
- 250 GB HDD (At least 25 GB of free space at all times)
- Adobe Reader
- Anti-virus protection installed
- Webcam and microphone
- Windows OS (no Chromebooks)



## NURSING PROGRAM

# CREDIT FOR GENERAL EDUCATION

## GENERAL EDUCATION TRANSFER CREDITS

Applicants may request that general education credits earned at another nationally or regionally accredited college be evaluated for transfer to the BSN program.

Arizona College of Nursing evaluates courses for transfer from other accredited institutions approved by the U.S. Department of Education, Council for Higher Education (CHEA) or American Council of Education (ACE). Each course is evaluated individually based on an official course description and/or syllabus.

For students enrolling at Arizona College of Nursing, Official Transcripts displaying credit for courses or degrees completed at another institution will be sealed and issued to Arizona College of Nursing. The transcript must be opened and reviewed by the Registrar, BSN Program Manager, Executive Director of Academic Operations, or other Academic campus designee.

Transferable courses must be similar in content and credit hour requirements and meet specific requirements of the Arizona College of Nursing curriculum. Applicants must sign a release for Arizona College of Nursing to request an official transcript from the institution where the credit was earned. A final determination for course transfer will not be made until the official transcript is received.

### Science & Math Gen-Ed Courses

- Science and math related general education courses must have been completed within 5 years of starting classes at Arizona College of Nursing

### Non-Science Related Gen-Ed Courses

- Non-science related general education courses must have been completed within 10 years of starting classes at Arizona College of Nursing

Students may be required to provide a course syllabus or catalog from the school at which the applicant earned the credit. Nursing courses from other nursing programs will not be accepted by Arizona College of Nursing for transfer credit.\*\*

Students who meet the admission requirements through their high school GPA or GED score and do not intend to transfer courses to Arizona College of Nursing from other colleges attended, including Arizona College of Allied Health, must sign a waiver, indicating the college they attended and their intention to not seek credit transfer. Students who intend to transfer credits from other colleges attended must ensure that Arizona College of Nursing receives their official college transcripts within six weeks of the class start. Arizona College of Nursing does not offer credit for experiential learning.\*

### LVN Advanced Standing (CA Only)

Arizona College of Nursing provides an LVN advanced standing option in the program. Eligible applicants may apply for LVN advanced standing given they meet the following criteria: Maintenance of an active unencumbered LVN/LPN license from a jurisdiction recognized by the National Council of state board of nursing and all other admission requirements of the program. This option allows students the opportunity to earn proficiency credits for up to eight credit hours in the program.

## VETERAN TRANSFER OF CREDITS

A Veterans Administration benefit recipient is required to report all previous education and training to Arizona College of Nursing. 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.

Arizona College of Nursing accepts military credits from the Joint Services Transcript (JST) when appropriate for general education courses according to equivalencies determined by the American Council of Education (ACE).

## APPROVED TESTS & PROFICIENCY OPTIONS

Arizona College of Nursing may accept test scores from the International Baccalaureate Program (IB), Advanced Placement (AP), College Level Examination Program (CLEP) and Advanced International Certificate of Education (AICE) in lieu of a grade.

## GENERAL EDUCATION ENROLLMENT AT MATRICULATION

Once students have matriculated (i.e., been admitted and enrolled) into Arizona College of Nursing, all general education courses that did not transfer from another college previously attended must be taken at Arizona College of Nursing. In rare circumstances, policy exceptions will be made based on scheduling hardship or loan gap challenges. Students who wish to earn credit at another college while enrolled at Arizona College of Nursing should submit a request to their Executive Director of Academic Operations, outlining the need.

\* California Campuses Only: Students are eligible to obtain credit for previous education or for other acquired knowledge in the field of nursing through equivalence, challenge examinations or other methods of evaluation.

\*\* Colorado Students Only: Credit Transfer - Colorado Nursing Articulation Model - Arizona College of Nursing generally does not accept nursing courses from another nursing program, unless the transfer is related to the Colorado Nursing Articulation Model or other approved articulation agreement. Requests for transfer will be reviewed by the Dean of Nursing Education Programs or their designee on a course-by-course basis. Applicants must convey their intent to enroll in this option at the time of application and have successfully completed an associate degree nursing program.

## NURSING PROGRAM

# PROGRESSION INTO CORE NURSING

## ACADEMIC REQUIREMENTS

To advance from the general education courses into the core nursing curriculum (Semester 5), the student must meet the following GPA and grade requirements:

- Complete all science and math courses within five years prior to admission to the program
- Achieve a cumulative GPA of 2.75 or higher in the required general education and science courses (semesters 1-4)
- Achieve a “B” or higher in the six required science courses (Fundamentals of Biology, Chemistry, Microbiology, Anatomy & Physiology I and II and Pathophysiology)
- Achieve a “B” or higher in Math
- Achieve a “B or higher in Statistics
- Achieve a “C” or higher in all other general education courses

## BACKGROUND CHECK & SUBSTANCE SCREENING AS A CONDITION OF PROGRESSION

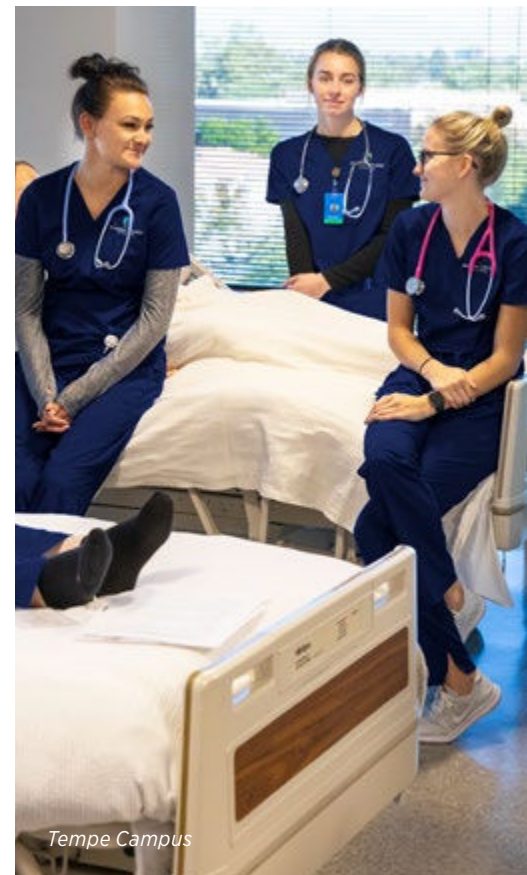
A Pass Status background check and negative urine substance screen (as described subsequently) are required to progress to the core nursing component of the curriculum. Requirements vary by state and may include additional documentation such as Fingerprint Clearance card, Board of Nursing Clearance card, or other items. Students will receive information regarding specific state requirements during health and safety orientation. These requirements must be completed no later than the end of the first semester of attendance.

If all required conditions are not met, the student will be administratively withdrawn from the program.

Students are required to cover the cost of all requirements.

There are no exemptions to the requirement of a Pass Status for background checks. Students who believe their background results are in error must work with the background check company and, if necessary, appropriate local, state and national officials to obtain a Pass Status.

Students who receive a Fail Status on the background check will be withdrawn from the program but will be able to complete any general education courses in which they are currently enrolled.



Tempe Campus



Tempe Campus

## SUBSTANCE SCREENING

Students must complete an initial random urine substance screening as directed.

- Only students receiving negative results can remain enrolled in the BSN Program. In some cases, students may have a positive result due to a prescribed medication. In these cases, a Medical Review Officer (MRO) evaluation will be necessary.
  - Prescribed medications can alter a student's functional capabilities. Students whose results are determined to be negative from an MRO review must meet with the Dean of Nursing or designee to determine ability to participate in clinical.
- Substances screened for include: Marijuana, Cocaine, Amphetamines, Opiates, Propoxyphene, Oxycodone, Oxymorphone, PCP, Barbiturates, Benzodiazepines, Methadone.
- Students may not use any substance or drug screen other than that authorized by the college, regardless of how current it is, who ordered it or for what purpose.
- Students who have positive results on the substance screen will be withdrawn from the program but will be able to complete any general education courses in which they are currently enrolled.

## STATE REGULATIONS & CLINICAL AGENCY REQUIREMENTS

State regulations and clinical agencies where students may be placed for clinical practicum may have additional screening requirements. For example, all students in Arizona must screen negative for both nicotine and alcohol due to the requirements of a health system where all students will do some clinical practicum. As such, the requirements in this section should be considered minimum screening requirements for progression to core nursing. Campus specific information will be given to students in writing in preparation for progression to core nursing courses to ensure adequate time for compliance.

# BACHELOR OF SCIENCE IN NURSING (BSN) COURSE DESCRIPTIONS

## General Education & Science

### **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.

- *Prerequisites: 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.

- *Prerequisites: 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.

- *Prerequisites: 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.

- *Prerequisites: None*

### **HCR 240** **HUMANS 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.

- *Prerequisites: 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.

- *Prerequisites: 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.

- *Prerequisites: 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.)

- *Prerequisites: 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.

- *Prerequisites: 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.

- *Prerequisites: 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.

- *Prerequisites: None*

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## Nursing Core

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### SEMESTER 5

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

**Credit Hours: 2**

This course focuses on the foundational knowledge and skills required to develop clinical judgment and decision making in order to provide safe and effective patient-centered care as a member of an interprofessional team. Emphasis is on the use of the nursing process as a model for delivering care.

- *Prerequisites: Admission  
to Core Nursing Program*

#### **NUR 213** **ETHICS & LEGAL STANDARDS IN NURSING PRACTICE I**

**Credit Hours: 1**

This is the first in a three-course sequence that focuses on the ethical, legal and professional standards, concepts and processes that guide and inform nursing practice. Emphasis is on the use of these various components in the processes of clinical judgment and evidence-based decision making in order to deliver patient-centered interprofessional care that achieves desired patient, systems and population outcomes. The course is organized by various professional and practice-relevant concepts.

- *Prerequisites: Admission  
to Core Nursing Program*

\* Not applicable in Colorado

### **NUR 215** **THEORETICAL FOUNDATION IN NURSING PRACTICE**

**Credit Hours: 2**

This course focuses on the foundational knowledge and skills for professional nursing practice. Emphasis is on basic care processes for patient-centered interprofessional care that achieve desired patient outcomes in adults and older adults.

- *Prerequisite: Admission to Core Nursing Program*

### **NUR 215L** **THEORETICAL FOUNDATION IN NURSING PRACTICE PRACTICUM**

**Credit Hours: 3**

This is a clinical practicum where basic nursing care processes are applied to adults and older adults in order to achieve desired patient outcomes. Course includes the training in and practice of select psychomotor skills in the laboratory setting.

- *Prerequisites: Admission to Core Nursing Program*

### **NUR 216** **HEALTH ASSESSMENT**

**Credit Hours: 3**

This course focuses on the gathering and evaluation of biopsychosocial data from adults and older adults to inform clinical judgment and make an evidence-based decision regarding priority actions. Emphasis is on physical assessment and health history taking. Course includes training in and practice of select health assessment skills in the laboratory setting.

- *Prerequisites: Admission to Core Nursing Program*

### **NUR 218** **INTERPROFESSIONAL COMMUNICATIONS**

**Credit Hours: 1**

This course focuses on the development of effective communication and collaboration skills that promote safe and high-quality patient-centered interprofessional care.

- *Prerequisites: Admission to Core Nursing Program*

### **NUR 338** **LEADER IN QUALITY & PATIENT SAFETY I**

**Credit Hours: 1**

This is the first of a four-course sequence that focuses on the ability to participate in and lead practice initiatives that promote patient safety and improvement of the quality of interprofessional care. Emphasis is on the structures, processes, sociopolitical issues and human factors that affect patient safety and quality.

- *Prerequisites: Admission to Core Nursing Program*

## SEMESTER 6

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

**Credit Hours: 1**

This is the second in a three-course sequence that focuses on the ethical, legal and professional standards, concepts and processes that guide and inform nursing practice. Emphasis is on the use of these various components in the processes of clinical judgment and evidence-based decision making in order to deliver patient-centered interprofessional care that achieves desired patient, systems and population outcomes. The course is organized by various professional and practice-relevant concepts.

- *Prerequisites: NUR 213*

### **NUR 334** **PHARMACOLOGY I**

**Credit Hours: 2**

This is the first of a two-course sequence that focuses on the role of professional nursing as a component of interprofessional patient-centered care in the application of pharmacotherapy to treat commonly occurring health problems and restore health. Emphasis is on the development of clinical judgment and evidence-based decision making to promote safe and effective medication administration and monitoring. The course is organized by various biological concepts.

- *Prerequisites: NUR 211; NUR 213; NUR 215; NUR 215L; NUR 216; NUR 218; NUR 338*

### **NUR 337** **EVIDENCE-BASED PRACTICE I**

**Credit Hours: 1**

This is the first of a four-course sequence that focuses on the ability to access, appraise and use the best available evidence in the process of making a decision as a member of an interprofessional team to achieve desired patient, systems and population outcomes.

- *Prerequisites: NONE*

### **NUR 355** **ACUTE & CHRONIC HEALTH DISRUPTIONS IN ADULTS I**

**Credit Hours: 3**

This is the first of a three-course sequence that focuses on the provision of professional nursing care to adults and older adults as a critical component of patient-centered interprofessional care. Emphasis is on the development of clinical judgment and evidence-based decision making in order to achieve desired patient outcomes. The course is organized by specific biopsychosocial concepts that are applied across practice settings and levels of prevention.

- *Prerequisites: NUR 211; NUR 213; NUR 215; NUR 215L; NUR 216; NUR 218; NUR 338*

### **NUR 355L** **ACUTE & CHRONIC HEALTH DISRUPTIONS IN ADULTS I PRACTICUM**

**Credit Hours: 3**

This is a clinical practicum where professional patient-centered nursing care is delivered to adults and older adults as a member of an interprofessional team. Emphasis is on the development of clinical judgment and evidence-based decision making in order to achieve desired patient outcomes. Course includes training in and practice of select psychomotor skills in the laboratory setting.

- *Prerequisites: NUR 211; NUR 213; NUR 215; NUR 215L; NUR 216; NUR 218; NUR 338*

### **NUR 356** **MENTAL HEALTH** **THEORY & APPLICATION**

**Credit Hours: 3**

This course focuses on the provision of professional nursing care as a critical component of patient-centered interprofessional care to individuals across the life span who are experiencing alterations in mental health. Emphasis is on the development of clinical judgment and evidence-based decision making in order to achieve desired patient and systems outcomes. The course is organized by specific biopsychosocial concepts that are applied across practice settings and levels of prevention.

- *Prerequisites: NUR 211; NUR 213; NUR 215; NUR 215L; NUR 216; NUR 218; NUR 338*

### **NUR 356L** **MENTAL HEALTH THEORY &** **APPLICATION PRACTICUM**

**Credit Hours: 2\***

This is a clinical practicum where professional patient-centered nursing care is delivered as a member of an interprofessional team to individuals who are experiencing mental health alterations. Emphasis is on the development of clinical judgment and evidence-based decision making in order to achieve desired patient and systems outcomes. Course includes training in and practice of select psychomotor and therapeutic communication skills in the laboratory setting.

- *Prerequisites: NUR 211; NUR 213; NUR 215; NUR 215L; NUR 216; NUR 218; NUR 338*

## SEMESTER 7

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### **NUR 354** **PHARMACOLOGY II**

**Credit Hours: 2**

This is the second of a two-course sequence that focuses on the role of professional nursing as a component of interprofessional patient-centered care in the application of pharmacotherapy to treat commonly occurring health problems and restore health. Emphasis is on the development of clinical judgment and evidence-based decision making to promote safe and effective medication administration and monitoring. The course is organized by various biological concepts.

- *Prerequisites: NUR 333; NUR 334; NUR 337; NUR 355; NUR 355L; NUR 356; NUR 356L*

### **NUR 357** **EVIDENCE-BASED PRACTICE II**

**Credit Hours: 1**

This is the second of a four-course sequence that focuses on the ability to access, appraise and use the best available evidence in the process of making a decision as a member of an interprofessional team to achieve desired patient, systems and population outcomes.

- *Prerequisites: NUR 337*

### **NUR 358** **LEADER IN QUALITY** **& PATIENT SAFETY II**

**Credit Hours: 1**

This is the second of a four-course sequence that focuses on the ability to participate in and lead practice initiatives that promote patient safety and improvement of the quality of interprofessional care. Emphasis is on the structures, processes, sociopolitical issues and human factors that affect patient safety and quality.

- *Prerequisites: NUR 338*

### **NUR 425** **ACUTE & CHRONIC HEALTH** **DISRUPTIONS IN ADULTS II**

**Credit Hours: 2**

This is the second of a three-course sequence that focuses on the provision of professional nursing care to adults and older adults as a critical component of patient-centered interprofessional care. Emphasis is on the development of clinical judgment and evidence-based decision making in order to achieve desired patient and systems outcomes. The course is organized by specific biopsychosocial concepts that are applied across practice settings and levels of prevention.

- *Prerequisites: NUR 333; NUR 334; NUR 337; NUR 355; NUR 355L; NUR 356; NUR 356L*

### **NUR 425L** **ACUTE & CHRONIC** **HEALTH DISRUPTIONS** **IN ADULTS II PRACTICUM**

**Credit Hours: 3**

This is a clinical practicum where professional patient-centered nursing care is delivered to adults and older adults as a member of an interprofessional team. Emphasis is on the development of clinical judgment and evidence-based decision making in order to achieve desired patient and systems outcomes. Course includes training in and practice of select psychomotor skills in the laboratory setting.

- *Prerequisites: NUR 333; NUR 334; NUR 337; NUR 355; NUR 355L; NUR 356; NUR 356L*

\* Colorado only - 3 credit hours

## **NUR 426** **COMMUNITY HEALTH NURSING** **THEORY & APPLICATION**

**Credit Hours: 3**

This course focuses on the application of professional nursing knowledge and skills as a critical component of community health. Emphasis is on the development of clinical judgment and evidence-based decision making in order to achieve desired population health outcomes. Further emphasis is on addressing social determinants of health as a member of an interprofessional team. The course is organized by specific biopsychosocial concepts that are applied in the community to the primary and secondary levels of prevention.

- *Prerequisites: NUR 333; NUR 334; NUR 337; NUR 355; NUR 355L; NUR 356; NUR 356L*

## **NUR 426L** **COMMUNITY HEALTH** **NURSING THEORY &** **APPLICATION PRACTICUM**

**Credit Hours: 3**

This is a clinical practicum where professional nursing knowledge and skills are applied as a member of an interprofessional team in community practice settings. Emphasis is on the development of clinical judgment and evidence-based decision making in order to achieve desired population health outcomes and address social determinants of health. Course includes training in and practice of community assessment, surveillance and health promotion skills in the laboratory setting.

- *Prerequisites: NUR 333; NUR 334; NUR 337; NUR 355; NUR 355L; NUR 356; NUR 356L*

## SEMESTER 8

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### **NUR 335** **MATERNAL HEALTH** **THEORY & APPLICATION**

**Credit Hours: 3**

This course focuses on the provision of professional nursing care to women, their newborn and their families during the perinatal period as a critical component of patient-centered interprofessional care. Emphasis is on the development of clinical judgment and evidence-based decision making in order to achieve desired patient and family outcomes. The course is organized by both chronological events (pre-conception through newborn care) and biopsychosocial concepts that are relevant to the health, safety and adaptation of the family during the perinatal period. All levels of prevention and application across practice settings are included.

- *Prerequisites: NUR 354; NUR 357; NUR 358; NUR 425; NUR 425L; NUR 426; NUR 426L*

### **NUR 335L** **MATERNAL HEALTH THEORY** **& APPLICATION PRACTICUM**

**Credit Hours: 2\***

This is a clinical practicum where professional patient-centered nursing care is delivered to women, their newborns and their families during the perinatal period as a member of an interprofessional team. Emphasis is on the development of clinical judgment and evidence-based decision making in order to achieve desired patient and family outcomes. Course includes training in and practice of select psychomotor and assessment skills in the laboratory setting.

- *Prerequisites: NUR 354; NUR 357; NUR 358; NUR 425; NUR 425L; NUR 426; NUR 426L*

## **NUR 336** **PEDIATRIC HEALTH** **THEORY & APPLICATION**

**Credit Hours: 3**

This course focuses on the provision of professional nursing care to children and their families as a critical component of patient-centered interprofessional care. Emphasis is on the development of clinical judgment and evidence-based decision making in order to achieve desired patient and family outcomes. The course is organized by both life span development and biopsychosocial concepts that are relevant to children's health, safety and wellness as well as family adaptation during a child's alternation in health status. All levels of prevention and application across practice settings are included.

- *Prerequisites: NUR 354; NUR 357; NUR 358; NUR 425; NUR 425L; NUR 426; NUR 426L*

## **NUR 336L** **PEDIATRIC HEALTH THEORY** **& APPLICATION PRACTICUM**

**Credit Hours: 2\***

This is a clinical practicum where professional patient-centered nursing care is delivered to children and their families as a member of an interprofessional team. Emphasis is on the development of clinical judgment and evidence-based decision making in order to achieve desired patient and family outcomes. Course includes training in and practice of select psychomotor and assessment skills in the laboratory setting.

- *Prerequisites: NUR 354; NUR 357; NUR 358; NUR 425; NUR 425L; NUR 426; NUR 426L*

\*Colorado only - 3 credit hours

### **NUR 423** **ETHICS & LEGAL STANDARDS** **IN NURSING PRACTICE III**

**Credit Hours: 1**

This is the third in a three-course sequence that focuses on the ethical, legal and professional standards, concepts and processes that guide and inform nursing practice. Emphasis is on the use of these various components in the processes of clinical judgment and evidence-based decision making in order to deliver patient-centered interprofessional care that achieves desired patient, systems and population outcomes. The course is organized by various professional and practice-relevant concepts.

- *Prerequisites:* NUR 213; NUR 333

### **NUR 427** **EVIDENCE-BASED PRACTICE III**

**Credit Hours: 1**

This is the third of a four-course sequence that focuses on the ability to access, appraise and use the best available evidence in the process of making a decision as a member of an interprofessional team to achieve desired patient, systems and population outcomes.

- *Prerequisites:* NUR 337; NUR 357

### **NUR 428** **LEADER IN QUALITY** **& PATIENT SAFETY III**

**Credit Hours: 1**

This is the third of a four-course sequence that focuses on the ability to participate in and lead practice initiatives that promote patient safety and improvement of the quality of interprofessional care. Emphasis is on the structures, processes, sociopolitical issues and human factors that affect patient safety and quality.

- *Prerequisites:* NUR 338; NUR 358

## SEMESTER 9

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

**Credit Hours: 1**

This course focuses on the development of reflective practice as a mechanism for professional nurses to identify gaps in professional and clinical competencies and develop lifelong learning plans.

- *Prerequisites:* NUR 335; NUR 335L; NUR 336; NUR 336L; NUR 423; NUR 427; NUR 428

### **NUR 445** **ACUTE & CHRONIC HEALTH** **DISRUPTIONS IN ADULTS III**

**Credit Hours: 3**

This is the third of a three-course sequence that focuses on the provision of professional nursing care to adults and older adults as a critical component of patient-centered interprofessional care. Emphasis is on the development of clinical judgment and evidence-based decision making in order to achieve desired patient, systems and population outcomes. The course is organized by specific biopsychosocial concepts that are applied across practice settings and levels of prevention.

- *Prerequisites:* NUR 335; NUR 335L; NUR 336; NUR 336L; NUR 423; NUR 427; NUR 428

### **NUR 445L** **ACUTE & CHRONIC** **HEALTH DISRUPTIONS** **IN ADULTS III PRACTICUM**

**Credit Hours: 4**

This is a clinical practicum where professional patient-centered nursing care is delivered to adults and older adults as a member of an interprofessional team. Emphasis is on the development of clinical judgment and evidence-based decision making in order to achieve desired patient, systems and population outcomes. Course includes training in and practice of select psychomotor skills in the laboratory setting.

- *Prerequisites:* NUR 335; NUR 335L; NUR 336; NUR 336L; NUR 423; NUR 427; NUR 428

### **NUR 446** **PROFESSIONAL SEMINAR**

**Credit Hours: 2**

This course focuses on readiness for professional nursing practice. Emphasis is on clinical judgment, evidence-based decision making and prioritization of assessments and actions in order to provide safe, effective and high-quality care as a member of an interprofessional team.

- *Prerequisites:* NUR 335; NUR 335L; NUR 336; NUR 336L; NUR 423; NUR 427; NUR 428

### **NUR 447** **EVIDENCE-BASED PRACTICE IV**

**Credit Hours: 1**

This is the fourth of a four-course sequence that focuses on the ability to access, appraise and use the best available evidence in the process of making a decision as a member of an interprofessional team to achieve desired patient, systems and population outcomes.

- *Prerequisites:* NUR 337; NUR 357; NUR 427

### **NUR 448** **LEADER IN QUALITY** **& PATIENT SAFETY IV**

**Credit Hours: 3**

This is the fourth of a four-course sequence that focuses on the ability to participate in and lead practice initiatives that promote patient safety and improvement of the quality of interprofessional care. Emphasis is on the structures, processes, sociopolitical issues and human factors that affect patient safety and quality.

- *Prerequisites:* NUR 338; NUR 358; NUR 428

# TUITION, REFUND POLICIES & FINANCIAL AID



## QUICK LINKS

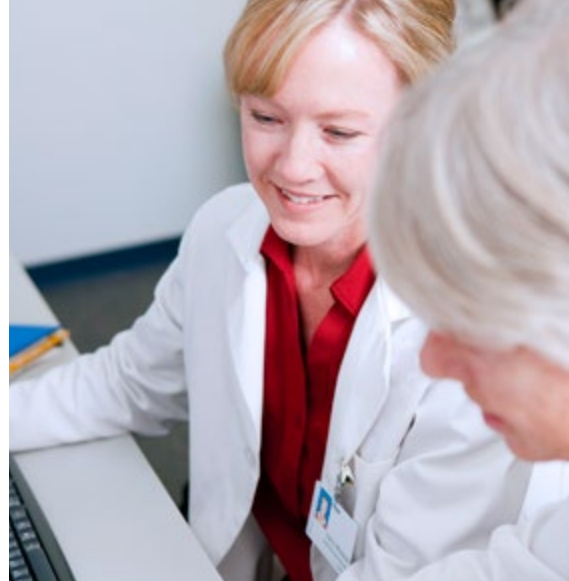


855.706.8382



REQUEST INFO

# TUITION & FEES



## TUITION & FEES\*

### BACHELOR OF SCIENCE IN NURSING

| CAMPUS         | PER CREDIT HOUR | TUITION                                 |
|----------------|-----------------|---|
| Aurora         | \$808           | \$96,960                                |
| Dallas         | \$808           | \$96,960                                |
| Falls Church   | \$808           | \$96,960                                |
| Las Vegas      | \$764           | \$91,680                                |
| Ontario        | \$1,045         | \$125,400<br>(Total Charges: \$125,728) |
| Phoenix        | \$852           | \$102,240                               |
| Tempe          | \$852           | \$102,240                               |
| Tucson         | \$808           | \$96,960                                |
| Salt Lake City | \$775           | \$93,000                                |
| Southfield     | \$808           | \$96,960                                |

### Not Included in Tuition:

|   |                       |
|---|-----------------------|
| Registration Fee  | \$49                  |
| Resource Fee<br>Included in Resource Fee: Virtual library resources, ATI Specialty Exam administered throughout the core curriculum, initial membership in the National Student Nurses Association (NSNA), science lab supplies, simulation and health assessment lab supplies, on-site tutoring, nursing pin, virtual ATI NCLEX support, Live 3-day ATI NCLEX review post-graduation, individual ATI virtual tutoring extended four weeks post-graduation, technical support, Canvas LMS system and textbook (may include physical and/or e-text). | \$640<br>per semester |
| (California Only) Student Tuition Recovery Fund (STRF) Fee  | \$328                 |

### ESTIMATED VARIABLE COSTS\*\*

|   |             |
|---|-------------|
| HESI Testing (per attempt)  | \$44-\$67   |
| Background Check for Practica   | \$100       |
| Drug Screening/Test<br>Each - Initial and subsequent random testing                             | \$35-\$40   |
| Physical Exam and Immunizations***  | \$200-\$300 |
| Clinical Compliance Tracking  | \$43        |
| Student Liability Insurance   | \$39-\$40   |
| Student Uniform<br>(top/jacket/pants set/watch with second hand)                                | \$100       |
| Clinical Equipment and Supplies   | \$150       |
| Nursing Licensure<br>(NCLEX) Application  | \$200-\$550 |
| Interim Permit (Optional)   | \$100       |
| Background Check/Fingerprint<br>Clearance for State Licensure                                   | \$49-\$112  |
| Fingerprint "rolling" fee of \$5.00<br>up to \$45.00 may be required<br>at the fingerprint site | \$45        |

\* Arizona College of Nursing reserves the right to increase tuition and fees and to set new fees, not to exceed an increase of 5% annually. Any changes may be made applicable to students already enrolled in the school (Not applicable to Texas campus).

\*\* The amounts above are estimates and additional costs may be incurred or may be less than amount provided. Estimated costs vary by state. Costs are subject to change.

\*\*\* Actual cost is dependent on the student's insurance and medical status.

Students are charged per credit hour, regardless of their enrollment status (ex. full-time or part-time). For example, the Tempe campus is \$852 per credit hour.

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

\$852 x 3 = \$2,556

Resource fee: \$640

Total term cost: \$3,196

## 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

### Student's Right to Cancel:

An applicant who provides written notice of cancellation within three (3) days (excluding Saturday, Sunday and federal and state holidays) of signing an enrollment agreement is entitled to a refund of all monies paid. No later than 30 days after receiving the notice of cancellation, Arizona College shall provide the 100% refund.

An applicant that cancels more than three (3) business days after 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 this Enrollment Agreement). 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. All cancellation refunds will be paid within 15 days of cancellation. Any Student canceling enrollment must do so in writing to the campus at which Student is enrolled.

### Institutional Refund Policy:

- A. If a Student withdraws (officially or unofficially) 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 charged for the semester of withdrawal agreed upon in this Enrollment Agreement minus 10% of the tuition or \$150, whichever is less, which is based on the completion of days out of the days in the semester.
- B. If a Student completes more than 60% of his/her term, he/she is not entitled to a tuition refund and is obligated for the full contract price of the term. There are no tuition refunds for completed terms or semesters.

- C. The refund calculation is for tuition only and does not include registration or uniform fees incurred. Books, educational supplies or equipment for individual use and generally not returnable and are not included in this policy for a refund. A separate refund must be paid by Arizona College to the Student if those items were not provided to the Student. Refund disputes must be resolved by an administrator on a case-by-case basis.
- D. 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/her 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.

## CALIFORNIA REFUND POLICY

### Refund Policy for Cancellations (Student's Right to Cancel):

- A. The student has the right to cancel the enrollment agreement and obtain a refund of charges paid through attendance at the first class session, or the seventh day after enrollment, whichever is later. The final date by which student may cancel this agreement is [DATE].
  1. If a student cancels his or her enrollment within seven (7) 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.
  2. If a student cancels his or her enrollment after seven (7) 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).

- B. Notice of cancellation shall be in writing.
- C. If the student reschedules their start date or program after the first three (3) business days of the cancellation period, a rescheduling fee of \$49.00 will be assessed.
- D. Any student who desires an official withdrawal must do so by completing the Change of Status form. 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.

### Refund Policy for Reschedules and Withdraws

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.

If a student withdraws or is dismissed by Arizona College after the cancellation period and before the completion of more than 60% of the program, Arizona College will refund to the student a pro rata amount of the tuition agreed upon in the enrollment agreement for the period of attendance, minus 10% of the tuition agreed upon in the enrollment agreement or \$150, whichever is less.

1. If a student completes more than sixty percent (60%) of the period of attendance, they are not entitled to any refund and are obligated for the full contract price of the period.
2. A student's withdrawal may be effectuated by the student's written notice or by the student's conduct, including, but not necessarily limited to, a student's lack of attendance.



3. 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 separate refund must be paid by Arizona College to the student if those items were not used by the student.
4. 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.
5. If a refund is owed, Arizona College shall pay the refund to the person or entity who paid the tuition within 45 calendar days after the: (a) Date of cancellation by a student of their enrollment; (b) Date of termination by Arizona College of the enrollment of a student; (c) Date that student provides notice of their intent to withdraw; (d) Last day of an authorized leave of absence if a student fails to return after the period of authorized absence; or (e) Last day of attendance of a student, whichever is applicable.
6. If a student obtains a loan to pay for an educational program, the student will have the responsibility to repay the full amount of the loan plus interest, less the amount of any refund.
7. If a student has received federal student financial aid funds, the student is entitled to a refund of moneys not paid from the federal student financial aid program funds. Treatment of Title IV Funds when a student withdraws will be in accordance with all federal statutes and rules regarding Title IV Funds.

## COLORADO REFUND POLICY

### Student's Right to Cancel:

An applicant who provides written notice of cancellation within three (3) days (excluding Saturday, Sunday, and federal and state holidays) of signing an enrollment agreement is entitled to a refund of all monies paid. No later than 30 days after receiving the notice of cancellation, Arizona College shall provide the 100% refund.

An applicant that cancels more than three (3) business days after 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 this Enrollment Agreement). 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. All cancellation refunds will be paid within 15 days of cancellation. Any Student canceling enrollment must do so in writing to the campus at which Student is enrolled.

### Withdrawal After Program Start:

A student may choose to withdraw from Arizona College at any time after starting a program. This can be done by notifying your advisor of his/her intent to officially withdraw. A student who does not officially withdraw and is absent for 14 consecutive calendar days will be considered an unofficial withdrawal from Arizona College effective on the last day of attendance. If student has received federal student financial aid funds, Arizona College will refund federal student financial aid program funds paid but not earned back to the federal programs. Any unearned federal aid program funds will be returned to the federal programs within 45 days of withdrawal. The institution will also calculate the student's tuition obligation for the period of enrollment completed prior to withdrawal.

The period of a student's attendance will be measured from the first day of instruction as set forth in this 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 this Enrollment Agreement and does not include books, educational supplies or equipment that is listed separately from the tuition and fees.

### Institutional Refund Policy:

- A. If a student withdraws (officially or unofficially) 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 charged for the semester of withdrawal agreed upon in this Enrollment Agreement minus 10% of the tuition or \$150, whichever is less, which is based on the completion of days out of the days in the semester.

- B. If a student completes more than 60% of his/her term, he/she is not entitled to a tuition refund and is obligated for the full contract price of the term. There are no tuition refunds for completed terms or semesters.
- C. The refund calculation is for tuition only and does not include registration or uniform fees incurred. Books, educational supplies or equipment for individual use and generally not returnable and are not included in this policy for a refund. A separate refund must be paid by Arizona College to the student if those items were not provided to the student. Refund disputes must be resolved by an administrator on a case-by-case basis.
- D. 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/her 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

### Student's Right to Cancel:

An applicant who provides written notice of cancellation within 3 days (excluding Saturday, Sunday and federal and state holidays) of signing an enrollment agreement is entitled to a refund of all monies paid. No later than 30 days after receiving the notice of cancellation, Arizona College shall provide the 100% refund.

An applicant that cancels more than three (3) business days after 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 this Enrollment Agreement). 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. All cancellation refunds will be paid within 15 days of cancellation. Any Student canceling enrollment must do so in writing to the campus at which Student is enrolled.

**Withdrawal After Program Start:**

A Student may choose to withdraw from Arizona College at any time after starting a program. This can be done by notifying the advisor of his/her intent to officially withdraw. A Student who does not officially withdraw and is absent for 14 consecutive calendar days will be considered an unofficial withdrawal from Arizona College effective on the last day of attendance. If Student has received federal student financial aid funds, Arizona College will refund federal student financial aid program funds paid but not earned back to the federal programs. Any unearned federal aid program funds will be returned to the federal programs within 45 days of withdrawal. The institution will also calculate the Student's tuition obligation for the period of enrollment completed prior to withdrawal.

The period of a Student's attendance will be measured from the first day of instruction as set forth in this 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 this Enrollment Agreement and does not include books, educational supplies or equipment that is listed separately from the tuition and fees.

**Institutional Refund Policy:**

- A. If a Student withdraws (officially or unofficially) 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 charged for the semester of withdrawal agreed upon in this Enrollment Agreement minus 10% of the tuition or \$150, whichever is less, which is based on the completion of days out of the days in the semester.
- B. If a Student completes more than 60% of his/her term, he/she is not entitled to a tuition refund and is obligated for the full contract price of the term. There are no tuition refunds for completed terms or semesters.
- C. The refund calculation is for tuition only and does not include registration or uniform fees incurred. Books,

educational supplies or equipment for individual use and generally not returnable and are not included in this policy for a refund. A separate refund must be paid by Arizona College to the Student if those items were not provided to the Student. Refund disputes must be resolved by an administrator on a case-by-case basis.

- D. 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/her 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 & REFUND POLICIES**

In all cases, refunds will meet or exceed the requirements of TEC, §§132.061 and 132.0611 and TAC Chapter 807, Subchapter N.

**Student's Right to Cancel:**

An applicant who provides written notice of cancellation, which is a detachable statement included on the last page of this agreement, within 72 hours (excluding Saturday, Sunday and federal and state holidays) of signing an enrollment agreement is entitled to a refund of all monies paid. A full refund will also be made to the Student if he/she cancels enrollment within the Student's first three scheduled class days, except that Arizona College shall retain up to \$100 in resource fees charged that are necessary or the portion of the program attended.

An applicant that cancels more than 72 hours (excluding Saturday, Sunday and federal and state holidays) of signing an enrollment agreement and before the start of the program, Arizona College shall refund to the Student all the money the Student has paid, minus the registration fee. If the Student reschedules his/her start date or program after the 72-hour cancellation period, a rescheduling fee of \$49.00 will be assessed.

Any Student canceling enrollment must do so in writing to the campus at which Student is enrolled by submitting the attached form found on the last page of this agreement. No later than 30 days after receiving the notice of cancellation, Arizona College shall provide the 100% refund.

**Withdrawal After Program Start:**

A Student may choose to withdraw from Arizona College at any time after starting a program. This can be done by notifying your advisor of his/her intent to officially withdraw. A Student who does not officially withdraw and is absent for 14 consecutive calendar days will be considered an unofficial withdrawal from Arizona College effective on the last day of attendance. If Student has received federal student financial aid funds, Arizona College will refund federal student financial aid program funds paid but not earned back to the federal programs. Any unearned federal aid program funds will be returned to the federal programs within 45 days of withdrawal. The institution will also calculate the Student's tuition obligation for the period of enrollment completed prior to withdrawal.

The period of a Student's attendance will be measured from the first day of instruction as set forth in this 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 this Enrollment Agreement.

**Institutional Refund Policy:**

If a Student withdraws (officially or unofficially) or is expelled by Arizona College after the start of the semester and before the completion of 75% or more of the semester, Arizona College will refund to the Student a pro-rata amount of the tuition charged for the semester of withdrawal agreed upon in this Enrollment Agreement, based on scheduled course time of class attendance through the last date of attendance. Leaves of absence, suspensions and school holidays will not be counted as part of the scheduled class attendance. This percentage is used to determine the Student's tuition obligation for the semester.



Tempe Campus

The effective date of termination for refund purposes will be the earliest of the following:

- The last day of attendance, if the Student is terminated by the school;
- The date of receipt of written notice from the Student; or
- Ten school days or 14 calendar days following the last date of attendance.

If a Student completes 75% or more of his/her semester, he/she is not entitled to a tuition refund and is obligated for the full contract price of the semester. There are no tuition refunds for completed terms or semesters.

The refund calculation is for tuition only and does not include registration or uniform fees incurred. Refunds for items of extra expense to the Student, such as books, tools or other supplies are to be handled separately from the refund

of tuition and other academic fees. The Student will not be required to purchase instructional supplies, books and tools until such time as these materials are required. Once these materials are purchased, no refund will be made. Refund disputes must be resolved by a College administrator on a case-by-case basis.

If a refund is owed, Arizona College shall pay the refund to the person or entity who paid the tuition within 15 calendar days, but no later than 30 days after the: (a) Date of cancellation by a Student of his/her 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 prior to withdrawal, whichever is applicable.

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.

A full refund of all tuition and fees is due and refundable in each of the following cases:

- An enrollee is not accepted by the school;
- If the course of instruction is discontinued by the school and this prevents the Student from completing the course; or
- 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 Arizona College who withdraws 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 cancellation of any unpaid tuition, fees or other charges owed by the Student for the portion of the program the Student did 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.

## **MICHIGAN REFUND POLICY**

### **Student’s Right to Cancel:**

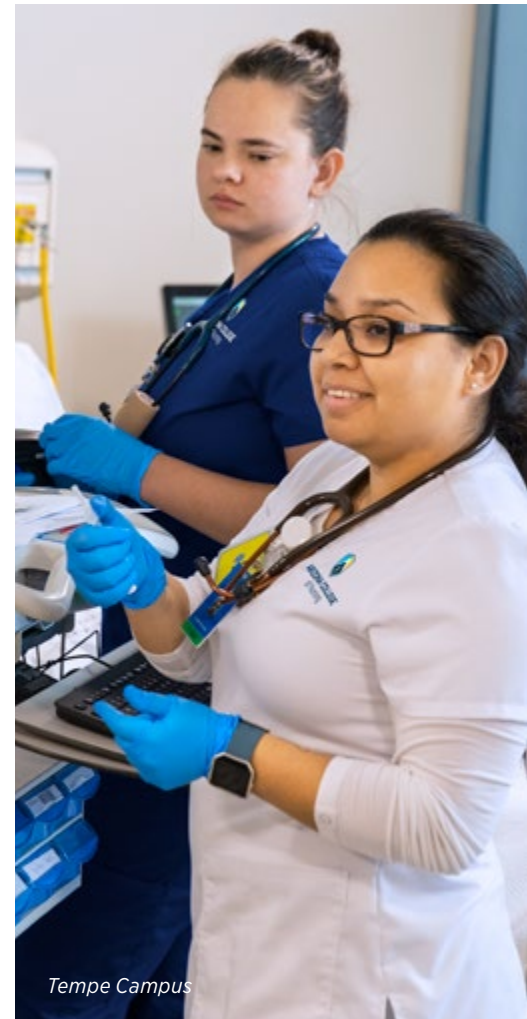
An applicant who provides written notice of cancellation within 3 days (excluding Saturday, Sunday and federal and state holidays) of signing an enrollment agreement is entitled to a refund of all monies paid. No later than 30 days after receiving the notice of cancellation, Arizona College shall provide the 100% refund.

An applicant that cancels more than three (3) business days after 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 this Enrollment Agreement). 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. All cancellation refunds will be paid within 15 days of cancellation. Any Student canceling enrollment must do so in writing to the campus at which Student is enrolled.

### **Withdrawal After Program Start:**

A Student may choose to withdraw from Arizona College at any time after starting a program. This can be done by notifying your advisor of his/her intent to officially withdraw. A Student who does not officially withdraw and is absent for 14 consecutive calendar days will be considered an unofficial withdrawal from Arizona College effective on the last day of attendance. If Student has received federal student financial aid funds, Arizona College will refund federal student financial aid program funds paid but not earned back to the federal programs. Any unearned federal aid program funds will be returned to the federal programs within 45 days of withdrawal. The institution will also calculate the Student’s tuition obligation for the period of enrollment completed prior to withdrawal.

The period of a Student’s attendance will be measured from the first day of instruction as set forth in this Enrollment Agreement through the Student’s last day of actual attendance, regardless



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of absences. The period of time for a training program is the period set forth in this Enrollment Agreement and does not include books, educational supplies or equipment that is listed separately from the tuition and fees.

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

- A. If a Student withdraws (officially or unofficially) 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 charged for the semester of withdrawal agreed upon in this Enrollment Agreement minus 10% of the tuition or \$150, whichever is less, which is based on the completion of days out of the days in the semester.
- B. If a Student completes more than 60% of his/her semester, he/she is not entitled to a tuition refund and is obligated for the full contract price of the semester. There are no tuition refunds for completed terms or semesters.
- C. The refund calculation is for tuition only and does not include registration or uniform fees incurred. Books, educational supplies or equipment for individual use and generally not returnable and are not included in this policy for a refund. A separate refund must be paid by Arizona College to the Student if those items were not provided to the Student. Refund disputes must be resolved by an administrator on a case-by-case basis.
- D. 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/her 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.

### **UTAH REFUND POLICY**

#### **Student's Right to Cancel:**

An applicant who provides written notice of cancellation within three (3) days (excluding Saturday, Sunday and federal and state holidays) of the later of the date the Student signed an enrollment agreement, the date the Student pays the initial deposit or first payment toward tuition and fees or the first day the Student visits the campus, is entitled to a refund of all monies paid. No later than 30 days after receiving the notice of cancellation, Arizona College shall provide the 100% refund.

An applicant that cancels more than 3 business days after the latest event listed above, 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 this Enrollment Agreement). 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. All cancellation refunds will be paid within 15 days of cancellation. Any Student canceling enrollment must do so in writing to the campus at which Student is enrolled.

#### **Withdrawal After Program Start:**

A Student may choose to withdraw from Arizona College at any time after starting a program. This can be done by notifying your advisor of his/her intent to officially withdraw. A Student who does not officially withdraw and is absent for 14 consecutive calendar days will be considered an unofficial withdrawal from Arizona College effective on the last day of attendance. If Student has received federal student financial aid funds, Arizona College will refund federal student financial aid program funds paid but not earned back to the federal programs. Any unearned federal aid program funds will be returned to the federal programs within 45 days of withdrawal. The institution will also calculate the Student's tuition obligation for the period of enrollment completed prior to withdrawal.

The period of a Student's attendance will be measured from the first day of instruction as set forth in this 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 this Enrollment Agreement and does not include books, educational supplies or equipment that is listed separately from the tuition and fees.

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

- A. If a Student withdraws (officially or unofficially) 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 charged for the semester of withdrawal agreed upon in this Enrollment Agreement minus 10% of the tuition or \$150, whichever is less. The proration of tuition is based upon the days in the semester completed as of the last day of attendance out of the days in the entire semester.
- B. If a Student completes more than 60% of his/her term, he/she is not entitled to a tuition refund and is obligated for the full contract price of the term. There are no tuition refunds for completed terms or semesters.
- C. The refund calculation is for tuition only and does not include registration or uniform fees incurred. Books, educational supplies or equipment for individual use and generally not returnable and are not included in this policy for a refund. A separate refund must be paid by Arizona College to the Student if those items were not provided to the Student. Refund disputes must be resolved by an administrator on a case-by-case basis.
- D. 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/her 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.

## VIRGINIA REFUND POLICY

### Refund Policy for Cancellation (Student's Right to Cancel):

An applicant who provides written notice of cancellation within three (3) days (excluding Saturday, Sunday, and federal and state holidays) of signing an enrollment agreement is entitled to a refund of all monies paid. No later than 30 days after receiving the notice of cancellation, Arizona College shall provide the 100% refund.

An applicant that cancels more than three (3) business days after 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 \$100 or 15% of the tuition agreed upon in this Enrollment Agreement). 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.

All cancellation refunds will be paid within 15 days of cancellation. Any Student canceling enrollment must do so in writing to the campus at which the Student is enrolled.

### Withdrawal After Program Start:

A Student may choose to withdraw from Arizona College at any time after starting a program. This can be done by notifying your advisor of his/her intent to officially withdraw. A Student who does not officially withdraw and is absent for 14 consecutive calendar days will be considered an unofficial withdrawal from Arizona College effective on the last day of attendance. If the Student has received federal student financial aid funds, Arizona College will refund federal student financial aid program funds paid but not earned back to the federal programs. Any unearned federal aid program funds will be returned to the federal programs within 45 days of withdrawal. The institution will also calculate the Student's tuition obligation for the period of enrollment completed prior to withdrawal.

The period of a Student's attendance will be measured from the first day of instruction as set forth in this 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 this Enrollment Agreement and does not include books, educational supplies or equipment that is listed separately from the tuition and fees.

### Institutional Refund Policy:

- A. If a Student withdraws (officially or unofficially) 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 charged for the semester of withdrawal agreed upon in this Enrollment Agreement, minus an administrative fee of the lesser of 10% of the tuition or \$150, which is based on the completion of days out of the days in the semester.
- B. If a Student completes more than 60% of his/her term, he/she is not entitled to a tuition refund and is obligated for the full contract price of the term. There are no tuition refunds for completed terms or semesters.
- C. The refund calculation is for tuition only and does not include registration or uniform fees incurred. Books, educational supplies or equipment for individual use and generally not returnable and are not included in this policy for a refund. A separate refund must be paid by Arizona College to the Student if those items were not provided to the Student. Refund disputes must be resolved by an administrator on a case-by-case basis.
- D. 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/her 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.



# 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

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

## 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](https://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>.



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## 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.

## DISBURSEMENTS FOR BOOKS & SUPPLIES

Arizona College provides e-books to students as part of their tuition cost. The e-books are made available no later than the 1st day of class through the online classroom. A book list is provided if the student would like to purchase hard copy books.

Arizona College will make funds available to the student by the seventh day of the payment period to purchase hard copy books or supplies, if presuming funds were disbursed, the student would have a credit balance on their student ledger. Funds will be disbursed in the same manner as other Financial Aid Stipends. Direct deposit by utilizing Automated Clearing House (ACH) is the preferred method for processing student stipends. The ACH method allows Arizona College to deposit the stipend directly into a US checking or savings account. A student



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(or parent for a PLUS Loan) may enroll in ACH by submitting a Direct Deposit Enrollment Form to the Bursar's Office. The form requires banking information, including the routing number and checking or savings account number. The form also requires a voided check or bank authorization of deposit. If no ACH is available, a check for the credit balance will be mailed to the student's and/or parent's address.

### SATISFACTORY ACADEMIC PROGRESS

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

### VETERANS BENEFITS

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

- Arizona College of Nursing 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 of Nursing certifies tuition and fees following the receipt of the certificate of eligibility.

- Arizona College of Nursing 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). More information about education benefits offered by VA is available at the official U.S. government website at [www.benefits.va.gov/gibill](http://www.benefits.va.gov/gibill). The Falls Church and Ontario campuses are not approved to train eligible Veterans and their dependents.



## 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: | \$700 - \$6,895  |

### 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 | 7/1/2021 AND BEFORE 7/1/2022 | 7/1/2022 AND BEFORE 7/1/2023 |
|---------------------------------------|---------------|------------------------------|------------------------------|
| Direct Subsidized/ Unsubsidized Loans | Undergraduate | 3.73%                        | 4.99%                        |
| Direct Parent PLUS                    | Undergraduate | 6.28%                        | 7.54%                        |

### 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 limit varies based on enrollment status and balance for degree programs  |

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

## ARIZONA COLLEGE OF NURSING SCHOLARSHIPS

### FUTURES SCHOLARSHIP

TYPE OF AID: Scholarship

DESCRIPTION: This scholarship is intended to support students whose parents have not completed a bachelor's degree program.

### GED® SCHOLAR SCHOLARSHIP

TYPE OF AID: Scholarship

DESCRIPTION: This scholarship is intended to support students who did not earn a high school diploma but instead completed the requirements for a GED.

### CONTINUING EDUCATION SCHOLARSHIP

TYPE OF AID: Scholarship

DESCRIPTION: This scholarship is intended to support students who have completed a previous post-secondary certificate or degree program.

### WORKING PARENT SCHOLARSHIP

TYPE OF AID: Scholarship

DESCRIPTION: This scholarship is intended to support students who have dependents living in their home who are age 18 or under; student works a minimum of 10 hours per week.

### ACHIEVEMENT SCHOLARSHIP

TYPE OF AID: Scholarship

DESCRIPTION: This is a merit based scholarship awarded to students with a CGPA of 3.0 or higher.

### OPPORTUNITY SCHOLARSHIP

TYPE OF AID: Scholarship

DESCRIPTION: A scholarship to assist those students with the greatest financial need.

To learn more about scholarship options at Arizona College of Nursing, please see the Financial Aid Department.  
NOTE: Institutional scholarships are not offered at the Nevada or California campuses.



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## 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](http://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 System<sup>SM</sup> (NSLDS<sup>SM</sup>) 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 [nslds.ed.gov](http://nslds.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%        |
| <b>Repayment Summary</b> |             |
| Months in Repayment      | 120         |
| Monthly Payment          | \$109.33    |
| Total Interest Payment   | \$3,619.60  |
| Total Loan Payment       | \$13,119.60 |

#### 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 of Nursing 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.

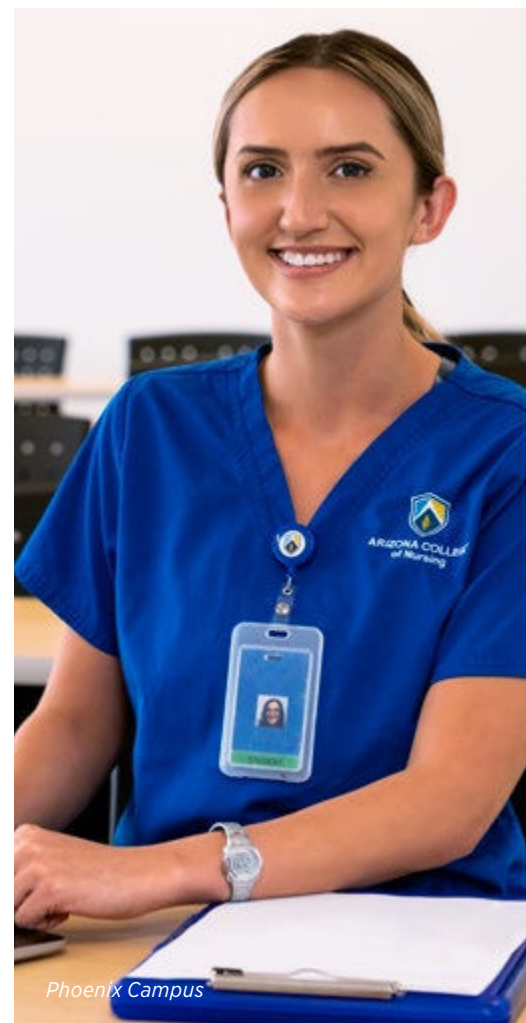
#### TREATMENT OF TITLE IV AID WHEN A STUDENT WITHDRAWS

Arizona College of Nursing 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 of Nursing 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.



\*Does not apply to California students.



Tempe Campus

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 of Nursing 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 of Nursing 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 30<sup>th</sup> day.

If you or Arizona College of Nursing receives (on your behalf) excess Title IV program funds that must be returned, Arizona College of Nursing 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 of Nursing 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 of Nursing 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 of Nursing. Therefore, you may still owe funds to the school to cover unpaid institutional charges. See "Financial Information" section for the Arizona College of Nursing refund policy.

# ACADEMIC STANDARDS



## QUICK LINKS



855.706.8382



REQUEST INFO

# GENERAL ACADEMIC STANDARDS

## TIME ALLOTMENT FOR EDUCATION

The College of Nursing delivers an extremely rigorous program of study and success in each nursing course requires a significant commitment of the student's time and focus.

- Arizona College of Nursing follows the Program Integrity Rules and Regulations (PIRR) required by the United States Department of Education (DOE). For degree programs, such as the BSN program, a student is expected to spend a minimum of one (1) to three (3) hours on outside work for every one (1) hour he/she is in class, dependent on the type of class (theory, lab or clinical). This can equate to 30-40 plus additional hours per week. When this time is added to travel, sleep and personal and home responsibilities, little opportunity remains for free/leisure time during the week.
- PIRR hours are based on the average; therefore, it may take some students greater than or less than the 1:1-to-3:1-hour ratio.

## CREDIT HOUR DEFINITION

Courses are measured in credit hours. A semester is 16 weeks. A semester is divided into two 8-week sessions. In general, general education courses are offered in 8 week sessions while core nursing courses are offered over 8 weeks or over a full 16-week semester. In some cases, some nursing courses may be offered over a shorter length of time. In all cases, conversion from clock hours is as follows:

### One semester credit hour equals:

- 15 clock hours of didactic/lecture/classroom
- 30 clock hours of laboratory
- 45 clock hours of clinical practicum

## 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.

## CUMULATIVE GRADE POINT AVERAGE

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 and F = 0.00.

For repeated courses, the highest grade earned will be used in the Cumulative GPA calculation.

## ENROLLMENT IN MORE THAN TWO GENERAL EDUCATION COURSES A SESSION

Students are generally encouraged to take no more than two general education courses each accelerated eight-week session. However, students seeking to take more than two courses each session will be permitted to do so under the following conditions. The student:

- Is in good academic standing with a minimum Cumulative Grade Point Average (CGPA) of 3.0.
- Is requesting no more than one science course as one of the three courses requested.
- Has no more than a part-time work schedule due to the amount of homework that will be required to be successful in 3 courses in our accelerated 8-week term (approximately 27 hours per week).
- Understands that he/she will be responsible for paying for the courses at the per credit tuition rate.

## EMPLOYMENT

Research suggests that working during nursing school can adversely affect success. The faculty at Arizona College of Nursing highly recommend that students choose school as their only job. Often when students attempt to work in addition to attending nursing school, they find that schoolwork (including both general education and nursing courses) suffers and that their hours dedicated to working may even contribute to failure in the program.

It is recommended that students who are employed inform their employer about enrollment in the full-time nursing program and attempt to negotiate an alternate work schedule, especially during final exams. There will be no excused absences related to a student's work schedule.

Students may not work the night shift prior to clinical days. Attending clinical without proper rest could lead to error when the student is providing patient care. Students deemed not safe due to either not being adequately prepared and/or behavior that can result from inadequate sleep will be sent home and will be considered absent for the day. If a faculty member ascertains that a student has worked the night before clinical, the student will be sent home and considered absent.

Students may not work the day shift prior to an assigned clinical night shift for the reasons listed previously.

## SCHEDULE CHANGES

Every attempt is made to provide students with ample notice of any changes to class and clinical schedules; however, it is possible that adjustments beyond the control of the college may occur without significant warning. Students must be prepared to accommodate those changes even when substantial notice is not possible. This must be considered when accepting work schedules, making childcare arrangements and making commitments that do not allow flexibility.

## ATTENDANCE & TARDINESS

Nursing education prepares students to develop professional and clinical competence and to assume professional accountability. Attendance and professional behavior are expected in all classroom (general education and core nursing), laboratory and clinical settings. Attendance, prompt arrival, preparedness and participation correspond to professionalism and professional accountability.

Students may not arrive late or leave early as these behaviors disrupt the learning environment.

As attendance is mandatory, students should not make plans to be away during a session or semester. Students should not expect to be excused from required coursework for personal/family events, such as attending family gatherings, presenting at conferences or vacations. Absence may result in dismissal from the Nursing program.

A student will be withdrawn from the program if there is no documented attendance for 14 consecutive days.

### Classroom

- A student who misses more than 20% of a core nursing course classroom time will be automatically withdrawn from the course. Students who are withdrawn by Sunday of Week 6 of an 8-week course or Sunday of Week 12 of a 16-week course, will receive a "W" for the course. Withdrawal after these dates will result in a course failure. Please note, an academic week begins Monday and ends on Sunday.

| CREDIT HOURS    | TOTAL CREDIT HOURS | AUTOMATIC DROP THRESHOLD: 20% MISSED CLASS HOURS CORE NURSING |
|-----------------|--------------------|---|
| 1 CREDIT COURSE | 15                 | 3 HOURS   |
| 2 CREDIT COURSE | 30                 | 6 HOURS   |
| 3 CREDIT COURSE | 45                 | 9 HOURS   |
| 4 CREDIT COURSE | 60                 | 12 HOURS  |

- A student who is absent from a classroom without giving proper notice is a "no call/no show" and must meet with faculty. A second "no call/no show" may result in withdrawal from the course.
- In extraordinary circumstances, such as an illness or emergency, an absence may be granted at the discretion of the course instructor and Dean of Nursing or designee. This policy is designed for special circumstances and it should not be considered a guarantee that a student will be granted this permission. In the event of an absence, the student must:
  - Notify the instructor in advance of the absence and
  - Obtain all class notes and assignments from the missed class session by contacting the faculty. The faculty will determine the due date for all make-up work from the missed class session.

### Clinical & Laboratory

- A student may not miss laboratory, simulation or clinical experience. There are no allowable absences from these sessions.
- In extraordinary circumstances, such as an illness or emergency, an absence may be granted at the discretion of the course instructor and Dean of Nursing or designee. This policy is designed for special circumstances and it should not be considered a guarantee that a student will be granted this permission. In the event of an absence, the student must:
  - Notify the instructor in advance of the absence and review any make-up work necessary as a result of the missed session.
  - Meet with the faculty to develop a plan to pass the course given that significant learning opportunities have been missed.
- A student who is absent from a clinical, laboratory or simulation experience without giving proper notice is a "no call/no show" and must meet with faculty. A first "no call/no show" may result in withdrawal from the course. A second "no call/no show" will result in withdrawal from the program.



### COURSE ATTEMPTS

Clinical course grades (those designated with an L, for example NUR 355L) are evaluated on a Pass/Fail basis. Students who fail a clinical course must retake both the clinical and the co-requisite didactic courses even if the student receives a passing grade in the didactic course. Conversely, students who fail the didactic course and pass the co-requisite clinical course must retake both courses.

Students are allowed to fail or withdraw from multiple core nursing courses in a single semester. All failed or withdrawn nursing courses must be repeated and a passing grade earned. An additional failure or withdrawal of a core nursing course in a subsequent semester will require an academic appeal to remain in the program. The subsequent failure or withdrawal could be a second attempt of a failed course or a first attempt of a course. Students who choose not to appeal or are denied appeal will be dismissed from the BSN degree program.

Students are allowed to repeat general education courses that are failed if they are making satisfactory progress. All failed general education courses must be repeated and a passing grade earned. Note: Select general education courses require a grade of B or greater. While earning a C in these courses does not constitute a failure, these courses must be repeated until a B or greater is earned.

### SATISFACTORY ACADEMIC PROGRESS

Arizona College of Nursing, its accrediting agency and the U.S. Department of Education require students to make Satisfactory Academic Progress (SAP) towards graduation. Arizona College of Nursing’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 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.

| 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%  |



## 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.

Arizona College of Nursing 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.

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

## FINANCIAL AID WARNING

Arizona College of Nursing 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.

## 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 the Appeal Form along with supporting documentation to their campus leader. The appeal documentation will be reviewed by Registrar Services and must explain the extenuating circumstances that occurred during the SAP review timeframe 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 of Nursing'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 (LOA)

Arizona College of Nursing offers students the option to take an academic leave of absence due to extenuating circumstances.

Students attending the nursing program offered in semesters 5 through 9 are only permitted to take an academic LOA, which is not recognized for Title IV (federal financial aid) purposes. Students granted an academic LOA will be considered withdrawn for Title IV purposes while on an academic LOA and reported to the National Student Loan Data System as such.

A student must request an academic LOA and it will not be automatically granted.

To be considered for an academic LOA, a student must meet the following qualifications:

- Students who have an emergency situation, life event or a temporary condition inhibiting/restricting their ability to attend school may be granted an academic LOA not to exceed 180 consecutive calendar days in any 12-month period.
- There must be a reasonable expectation that the student will return from the academic LOA.
- An academic LOA must be requested in writing on the required form, signed and dated by the student and accompanied by third-party documentation that specifies the reason for the request.
- An academic LOA request without supporting documentation requires the authorization of the Executive Director of Academic Operations.
- Students requesting an academic LOA must be making Satisfactory Academic Progress (SAP) at the time of the request.

- Any student whose academic LOA was the result of an illness, hospitalization, trauma or pregnancy must submit a signed and dated release from a healthcare provider stating that the student is physically, mentally and/or emotionally able to provide direct nursing care to patients without restrictions for return.
- The College Registrar, in consultation with the Executive Director of Academic Operations, makes the final determination regarding granting an academic LOA.
- Students are not eligible for an academic LOA during the first 14 days of their first Arizona College of Nursing course.

Students who fail to return from an academic LOA will be dropped from the program. If a student is granted an academic LOA and subsequently cannot return within 180 days, the student will be withdrawn from the program as soon as Arizona College of Nursing becomes aware the student is not returning. Students who are unable to continue within the required timeframe must follow the policy “Program Readmission/Re-entry.”

Curriculum changes may occur during any interruption of study. If curriculum changes occur during an academic LOA, students must meet new curriculum requirements even if they include taking additional credit hours upon return.

Students requesting an academic LOA must meet with the Financial Aid Office prior to an academic LOA being granted. Student loan recipients who take an academic LOA will impact their loan repayment terms, including the expiration of the grace period (if applicable). Students granted an academic LOA will have their tuition adjusted and financial aid recalculated with funds being returned, if necessary. Students returning from an academic LOA must meet with the Financial Aid Office to have their financial aid reinstated.

## PROGRAM OR COURSE WITHDRAWAL

### Program withdrawal initiated by student –

Any student electing to withdraw from the program should discuss the situation with his or her advisor. The student must also meet with the Dean of Nursing or Dean of General Education, as appropriate, to complete the required withdrawal paperwork. Students may only withdraw before completing 75% of course term.

### Program withdrawal initiated by the College –

A student may be withdrawn from the program for numerous reasons iterated throughout this catalog.

### Course withdrawal initiated by the student –

Any student electing to withdraw from one or more courses must do so before completing 75% of the course term.

## INTERRUPTION IN EDUCATION

If education is interrupted for any reason (e.g., termination, LOA, SPNE, etc.), the classes needed for program completion may not be offered in a consecutive manner. A student may be required to suspend education 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.

## PROGRAM READMISSION/ RE-ENTRY/REPEATING

### Readmission:

Students who have not been enrolled for more than 365 days who wish to seek readmission into the College of Nursing will be granted readmission if:

- The student completes an application as a new student and meets all admission requirements;
- Any outstanding balance with the college has been satisfied;
- The student was not dismissed for issues relating to academic integrity, Satisfactory Academic Progress (SAP), unsafe patient care or inappropriate conduct;

- Core students must also complete a new background check and drug test and meet all General Education course requirements for the transition into Core and have an updated record of immunizations;
- Core students may not have had a previous re-entry into Core; and
- Core courses completed prior to the program drop must be repeated.

### Re-entry:

Students in “drop” or “terminated-attendance” status (students who were enrolled in at least one course in the past 365 days but who have chosen to discontinue their enrollment or who have been disenrolled due to breaching the attendance policy) who wish to seek re-entry to the College of Nursing must notify the Campus Coordinator in writing (email) of their desire to return no later than 2 weeks prior to the session start for General Education and no later than 3 weeks prior to the semester start for Core. A student will be granted re-entry if:

- Any outstanding balance with the college has been satisfied.
- The student was not dismissed for issues relating to academic integrity, Satisfactory Academic Progress (SAP), unsafe patient care or inappropriate conduct.
- For Core students, a seat and clinical space are available at the beginning of the next semester.
- For Core students, there has not been a previous re-entry in Core and the student is returning the next semester.

NOTE: If the scheduled return is greater than one semester, the student must also submit to a skills assessment. Any skills found to be lacking will need to be remediated and successfully performed prior to re-entry or the Core course associated with the skill must be repeated.

The Campus Coordinator verifies that these criteria have been met before re-entry.

**Repeating a Semester (Core):**

Students who withdrew from or failed one or more Core courses in the same semester who wish to repeat that semester must notify the Campus Coordinator in writing (email) of their intent to repeat the courses no later than 24 hours of final grades being posted. A student will be allowed to repeat a core course if:

- A seat and clinical space are available at the beginning of the next semester;
- Any outstanding balance with the college has been satisfied;
- There has not been a previously repeated semester in Core; and
- The student is returning the next semester.

NOTE: If the scheduled return is greater than one semester, the student must also submit to a skills assessment. Any skills found to be lacking will need to be remediated and successfully performed prior to re-entry or the Core course associated with the skill must be repeated.

**GRADING STANDARDS**

- No rounding for any courses. All grades will be entered to the hundredth at their face value and not rounded (i.e., a final grade of 92.99 would be a B, not an A).
- Passing a course requires a minimum 77% cumulative weighted grade average.
  - Specific core nursing courses (NUR 215, 216, 334, 335, 336, 354, 355, 356, 425, 426, 445) also require a cumulative weighted exam grade average of 77% before additional assignments are calculated into the grade. Therefore, these core nursing courses can be failed if:
    - a. The weighted exam average is below 77% or
    - b. The final weighted course grade average is below 77% even if the weighted exam average was above 77%
- No extra credit is allowed in any course.
- Grades are final when filed with the Office of the Registrar by the instructor.
  - A grade can be changed only if a clerical or procedural error can be documented.

- Student work cannot be reassessed for a new outcome, but faculty can change the grade if a documented clerical or procedural error is verified.

- Grades cannot be the subject of a grievance.

**INCOMPLETE GRADES****Allowable Instances**

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

**GRADING SCALES****General Education Course Grading Scale**

| LETTER GRADE | BACCALAUREATE NURSING MAJOR DEFINITION | POINT SCALE | GPA VALUE |
|--------------|--|-------------|-----------|
| A            | Excellent                              | 90-100      | 4.0       |
| B            | Above Average                          | 80-89       | 3.0       |
| C            | Average                                | 70-79       | 2.0       |
| F            | Failure - Not Passing                  | 69 or below | 0.0       |

**Core Nursing Course Grading Scale**

| LETTER GRADE | BACCALAUREATE NURSING MAJOR DEFINITION | POINT SCALE | GPA VALUE |
|--------------|--|-------------|-----------|
| A            | Excellent                              | 93-100      | 4.0       |
| B            | Above Average                          | 85-92       | 3.0       |
| C            | Average                                | 77-84       | 2.0       |
| F            | Failure - Not Passing                  | 76 or below | 0.0       |

**HONORS DESIGNATIONS**

Full-time Core students who successfully complete all required courses in a semester are eligible for the following semester honors:

3.5 – 4.0 Semester GPA Dean's List

BSN program graduates with the following cumulative GPAs are eligible for the following graduation honors:

**Graduation Honors:**

3.5 – 3.69 Cum Laude

3.7 – 3.89 Magna Cum Laude

3.9 – 4.0 Summa Cum Laude

### Incomplete grades may be given only in the following circumstances:

- The student's work to date is passing.
- Attendance has been satisfactory through at least 80% of the 8-week session or 16-week semester.
- An illness or other extenuating circumstance legitimately prevents completion of required work by the due date.
- The Incomplete is not based solely on a student's failure to complete work or as a means of raising his or her grade by doing additional work after the grade report time.
- No more than one semester/session of Incomplete grades will be awarded to a student within the course the BSN program.
- The student is not on probation (i.e., Satisfactory Academic Progress).

Students awarded a grade of "Incomplete" for a course in one semester have until the last day of the subsequent semester to complete the work defined in the "Incomplete" agreement approved by the course instructor and Executive Director of Academic Operations or designee.

### Process for Requesting an Incomplete ("I") Grade

- The student initiates the request for an incomplete grade before the end of the session/semester.
- The Instructor and student complete the Application for Incomplete Grade form before the end of the session/semester.
- The Instructor and Executive Director of Academic Operations or designee approve the Application for Incomplete Grade before the end of the session/semester.

Students who do not satisfactorily complete the work defined in the Incomplete agreement by the specified due date will be given a grade of "F" for the course.

## TESTING

### General

- Nursing program tests and quizzes are to be taken on the day and time scheduled.
- A student who is less than 5 minutes late on test day may be admitted to the test but will not be allowed extra time to complete the test. A student who is more than 5 minutes late will not be admitted to the test and will be required to take a make-up test. The proctor will be the official timekeeper whose decision is final.

### Testing Environment

- All faculty created exams are administered via ExamSoft software on the students' personal laptop computers.
- Laptops must be charged and ready to complete the exam (charging station may not be available).
- Exams must be downloaded prior to the beginning of the exam. If the exam is not downloaded, the student may be unable to complete the examination.
- All belongings including but not limited to backpacks, purses, phones, smart watches, water bottles and hats must be placed in front of the classroom.
- All phones must be on mute (and at the front of the classroom).
- Students may use only calculators issued by Arizona College of Nursing.
- Students may be provided pencil and paper by faculty or designee. Scratch paper must be turned into faculty or designee before leaving the testing environment.
- Faculty or designee will monitor all exams.
- No talking is permitted.
- Faculty have the right to move students.
- Once the exam has begun, students may not approach faculty to ask questions.
- If a student leaves the room once the exam has begun, the exam is over for the student and faculty will close it.

- After completing an exam, students will leave the classroom and not return until instructed by faculty.
- Students who are observed to violate the above criteria will be asked to leave the exam, given no credit and reported for a violation of the Student Code of Conduct.
- Exams may be conducted remotely to accommodate emergency situations. For exams that are conducted remotely, any example of the following may be considered academic dishonesty and will be followed up with appropriate actions:
  - Camera out of angle of exam takers face
  - Speaking during the examination
  - Covering of the face or mouth
  - Sound or audio muted during the examination
  - Repetitive use or requiring of a resume code
  - Identification of items that are not allowed, including but not limited to: textbooks, cell phones, smart watches, notes, headphones and multiple people in the environment.

### Review of the Exam

Immediately after completing the exam, students will be provided the opportunity to review their exam via ExamSoft while in the testing environment. Faculty will assess all exam scores and will review the most challenging concepts with the class. Individual exam reviews may be scheduled as outlined in the following process:

- Individual exam reviews are to be scheduled with the instructor giving the exam.
- Exam questions will not be available for review; only the rationale for the correct answer for questions that were incorrectly answered will be discussed during the review.
- The exam review may be conducted by the instructor and/or delegate.
- Each exam may be reviewed only once.

- Exams are available for review for five school days following the posting of the exam grades.
- Students are not permitted to bring any items into the exam review. This includes but is not limited to backpacks, purses, phones, smart watches, water bottles and hats (same as testing conditions).
- Based on review of the exam by the instructor and analysis of test items by the assessment team and in consultation with the Dean of Nursing, selected items may be nullified or alternative answers accepted. Exam scores would then be recalculated.

### Medication Calculation Exams

To ensure patient safety and quality of care related to medication administration, students will demonstrate ongoing math competency throughout the BSN program.

A medication exam is given in NUR 215L: Theoretical Foundation in Nursing Practice Practicum.

- A passing score of 100% must be achieved to progress in the program.
- A retake exam will be different from the original exam, will be required for those who do not achieve 100%.
- Remediation is required prior to retakes. Faculty members will guide the remediation once contacted by the student. It is the responsibility of the student to complete the remediation.
- Failure to achieve 100% on the third attempt will result in the failure of the clinical course.

### LATE ASSIGNMENTS

- All assignments are due on the date indicated in the syllabus.
- Late assignments will have a baseline 10% grade reduction if they are turned in within 7 calendar days past the due date.
- No points will be earned for assignments submitted more than 7 calendar days past the due date.
- No assignments may be submitted after the last day of a course. This includes cases where the last day of a course is less than 7 days after an assignment's due date.
- For all courses with online discussions:
  - All discussion posts must be submitted by the due date.
  - Discussions posted after the due date but within the assigned week will receive a 10% deduction.
  - No points will be earned for posts submitted after the Sunday deadline.

### DISCUSSION QUESTIONS IN ONLINE OR BLENDED COURSES

Initial posts are **due by Wednesday of the assigned week and two reply posts to two separate classmates** are due by Saturday of the assigned week. To earn full points, the initial and reply posts must be substantive. Each post needs to be content-rich and must add value to the conversation. All posts must be respectful and should help encourage additional dialogue about the course content.

#### 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 and

- Includes proper academic writing, i.e., spelling, grammar, and sentence structure.

Responses should be posted directly onto the discussion board.

### TECHNOLOGY USE RULES

#### Official Program Communication

All electronic communications will be transmitted to students via Arizona College of Nursing-issued student email. Students are expected to have access to a computer and are expected to access their Arizona College of Nursing email account daily.

#### Criteria for use of mobile devices during clinical and classroom sessions.

Mobile devices can be a valuable tool for healthcare education when used appropriately. The following guidelines apply:

- Smart phones, tablets, mobile devices, laptops or other electronic devices may be used in class.
- Students must follow clinical agency policies related to smart phones and other electronic devices.
- Smart phones and mobile devices must be on "airplane mode" or "silent" during class or clinical experiences.
- No photos may be taken by students in clinical agency or lab environments. The exception is taking pictures or videos in the laboratory environment when it is an assignment.
- No personal phone conversations or texting is allowed at any time while in a patient area.
- Students must be respectful to the patient at all times and ensure focused attention on the patient when in the room. If using the mobile device at the bedside to augment patient care, the student should apologize for the interruption in care and explain how this will help their care.
- Clinical agency staff have the right to ask to see what programs students are using at any time. Use of facility computers for personal use is prohibited.
- Students must protect the confidentiality of patient information at all times in accordance with HIPAA.

- Students who violate patient privacy with the mobile device will be subject to HIPAA infractions of the clinical agency and disciplinary actions by the College.
- Lectures may be voice recorded at the instructors' discretion, although the video taping of any lecture is prohibited in the classroom.

### GRADUATION REQUIREMENTS

The student must satisfactorily complete:

- All coursework in the BSN program of study at the established passing standard
- All financial obligations must be met and all accounts must be in good standing

### ELIGIBILITY TO TAKE THE NCLEX-RN® EXAMINATION

Due to accreditation and approvals, BSN program degree graduates are eligible to take the National Council Licensure Examination for Registered Nurses (NCLEX-RN®) developed by the National Council of State Boards of Nursing (NCSBN) for licensure as a Registered Nurse (RN). However, the college does not guarantee that graduates will pass NCLEX-RN® and become licensed as an RN. Graduates are eligible to sit for the NCLEX-RN® after they have completed the BSN program of study, their degree is conferred and they are given State Board of Nursing approval.

Arizona College of Nursing will reimburse graduates the cost of NCLEX-RN application fee provided that they pass on the first attempt and they notify the Executive Director of Academic Operations or designee in advance of the date on which they will take the exam. Both the notification to the Executive Director of Academic Operations and receipt of the exam should be submitted to the Executive Director of Academic Operations for reimbursement. The College highly encourages graduates to be prepared before taking the exam because their success on the first attempt contributes to the public perception of their alma mater and makes them highly desirable for employment.

### TRANSFER OF CREDITS FROM ARIZONA COLLEGE OF NURSING

**Students who are interested in continuing their education at an institution other than Arizona College of Nursing should first inquire at the institution they plan to attend whether that institution will accept the transfer of credits from Arizona College of Nursing to determine what credits and requirements are needed for entrance to that institution. The transferability of credits is at the discretion of a receiving institution. Arizona College of Nursing cannot assure transfer of credits. While Arizona College of Nursing has entered into articulation agreements with some local colleges and universities for certain programs, Arizona College of Nursing credits are not designed to transfer.**

### NOTICE CONCERNING TRANSFERABILITY OF CREDITS & CREDENTIALS EARNED AT ARIZONA COLLEGE

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

Arizona College of Nursing will provide students who make written requests pursuant to this section with one (1) free copy of their official transcript (a \$14 value). To receive a free transcript, students must be in good standing and email their request to the Director of Registrar Services at [transcriptrequests@arizonacollege.edu](mailto:transcriptrequests@arizonacollege.edu) within six (6) months from the student's withdrawal from, successful completion of, or discharge from the BSN Program. All requests are subject to and may only be made by eligible students under the Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99).

# EXPERIENTIAL LEARNING PRACTICUM & LABORATORY

## CLINICAL SKILLS LABORATORY

- Students will be evaluated on successful demonstration of skills and procedures during laboratory sessions. Demonstration is evaluated on a Pass/Fail basis.
- Clinical laboratory skills and procedures are evaluated as a component of the clinical course grade (those designated with an L, for example NUR 355L).
- Specific skills may be indicated in some courses that must be successfully demonstrated in order to pass the course.
- Students should successfully demonstrate a skill in lab prior to performing it in clinical during patient care. Students must inform clinical instructors if they are requested to perform a skill or procedure that they have not practiced in lab. The clinical instructor uses professional judgement to determine if they student can safely perform the skill under supervision after reviewing it and practicing it onsite in the clinical agency.
- Students should attend open lab to practice skills and may be required to do so by an instructor for review or remediation, including cases of unsafe clinical practice.
- When absence results in the inability to demonstrate achievement of lab objectives or to meet the required number of clinical contact hours, the student cannot receive a passing grade.

## CLINICAL PRACTICE & SIMULATION

### Required Hours

Clinical practice hours include clinical laboratory time, pre- and post- conferences, patient and client care hours, alternative learning experiences and simulation.

Per regulation 18VAC90-27-100. *Curriculum for direct client care. D. 1&2 simulation for direct client clinical hours. No more than 25% of direct client contact hours may be simulation. For prelicensure registered nursing programs, the total of simulated client care hours cannot exceed 125 hours (25% of the required 500 hours). No more than 50% of the total clinical hours for any course may be used as simulation. If courses are integrated, simulation shall not be used for more than 50% of the total clinical hours in different clinical specialties and population groups across the life span.* Exact simulation hours utilized at the Virginia campuses, in lieu of clinical direct care hours, is available at the admissions office on campus in chart form.

- All students must attend the required agency-specific orientation prior to clinical rotations. Any student absent on a day of orientation may not continue in the rotation without prior approval of the absence by the faculty. Prior approval is granted as described in the following bullet and is dependent upon the ability of the student to be appropriately and safely oriented to the agency at an alternative time.
- In case of illness or emergency situations, a student may find an absence unavoidable. Students must notify the clinical faculty by cell phone and email in advance of the time expected at the clinical site.
- Due to clinical space limitations, the BSN program does not routinely provide makeup clinical hours.
- Any make-up opportunity will be subject to faculty availability, clinical site availability and approval of the Dean of Nursing or designee.
- When absence results in the inability to develop and demonstrate clinical practice objectives and meet the required number of clinical contact hours, the student will receive a failing grade.
- Late arrival to or removal from clinical experiences due to behavior or safety concerns may place the student at risk for not achieving course competencies, including professional behaviors and could result in course failure.
- Early dismissal from clinical experiences is not permitted.
- Clinical hours vary with facility placement and may include 12-hour blocks of time, weekends, evenings and night shifts. Flexibility is required given that there are limited numbers of available clinical sites for student experiences.
- Students are expected to attend ALL clinical and pre-clinical experiences, including home visits, and pre- and post-conferences, to meet learning outcomes.
- Students must arrive on time, professionally attired according to dress code, with appropriate equipment including a watch with a second hand, stethoscope, penlight, two black ink pens and Arizona College of Nursing picture ID. Students who do not adhere to dress code will be removed from clinical, counted absent and sent to meet with the Dean of Nursing or designee. Continued violations will include further discipline, which may include dismissal from the program.



- Transportation to all clinical experiences is the responsibility of the student who is also responsible for all parking fees. Students who do not drive must arrange their own transportation, such as carpooling with students who have a car or using public transportation.
- A student may perform supervised tasks that would constitute the practice of nursing. The student shall be responsible and accountable for the safe performance of those direct care tasks to which assigned.

### Unsafe Practice

A nursing student enrolled in an approved nursing education program may perform supervised tasks that would constitute the practice of nursing. The student shall be responsible and accountable for the safe performance of those direct care tasks to which assigned.\*

Unsafe practice is any situation arising from a student's contact with a patient or family that places the patient, patient's family, student, staff, health care facility or college at risk. Patterns of behaviors of unacceptable risk and/or a single event of a serious nature are considered unsafe practices.

While not all-inclusive, the list below provides examples of unsafe practice; some maybe violations of the Code of Conduct as well:

- Exhibiting dishonesty
- Refusing a patient assignment based on patient's race, ethnicity, culture, religion, sexual orientation, gender identity or expression, disability or diagnosis
- Breaching confidentiality
- Failing to respect client dignity and patient rights
- Denying or covering up one's own errors or failing to report errors in clinical practice
- Practicing or performing skills:
  - Beyond the level of appropriate Scope of Practice
  - Without instructor supervision
  - Outside the college or clinical site
- Causing a patient unnecessary suffering or harm
- Failing to follow college and/or agency policies and procedures
- Showing up unprepared for clinical, as evidenced by:
  - Incomplete paperwork
  - Missing nursing supplies
  - Not dressed in clinical uniform and shoes according to Dress Code
  - Lacking basic understanding of assigned patient diagnosis and care
  - Inability to perform any skill that the student has been checked off on in lab including physical assessment
- Violating student-patient boundaries:
  - Misappropriating a patient's property
  - Seeking to obtain personal gain at a patient's expense
  - Sexual conduct with a patient
  - Conduct or verbal behavior that is reasonably interpreted as threatening, seductive or sexually demeaning to a patient
- Falsifying attendance at required agency, home visit, professional meeting or clinical experiences
- Falsifying documentation on a health record
- Failing to report abnormal data in a timely manner to the appropriate person
- Failing to follow the instructor's guidance
- Failing to notify the agency/instructor of a clinical absence and/or unexcused absence
- Being tardy and/or failing to notify faculty/staff of tardiness
- Using a cell phone or electronic device in the clinical area for personal/social business
- Any Fitness to Practice concern:
  - Displaying mental, physical or emotional behavior(s) that may adversely affect others' well being
  - Lacking physical coordination essential for carrying out nursing procedures
  - Lacking information processing ability necessary to make appropriate clinical judgments or decisions
- Interacting inappropriately with agency staff, co-workers, peers, patients/clients, families, faculty, program staff and/or administration, resulting in miscommunication, disruption of learning and/or patient care environment
- Failing to follow through on suggested referrals or interventions to correct deficit areas that may result in harm to others
- Demonstrating impairment and being under the influence of alcohol or drugs at a clinical site
- Removing drugs, supplies, equipment or medical records from a clinical setting
- If a student in a clinical experience is considered unsafe for any reason by the supervising clinical instructor:
  - The student will be removed from the clinical setting
  - The instructor will meet with the student to discuss the unsafe behavior and provide guidance for improvement
  - Together the student and faculty will develop an action plan and set a date for completion of remediation. Such remediation agreements may include the need for the student to undergo evaluation by a healthcare provider to determine fitness to practice
  - Students must remediate unsafe practice to the satisfaction of the supervising instructor prior to return to clinical setting
  - Depending on the severity of unsafe behavior, the student will enter the progressive intervention/discipline process with all available consequences including course failure and dismissal from the BSN program
  - Failure to follow through with suggested referrals and/or interventions to correct areas of unsafe practice, which may result in harm to self or others, may result in immediate dismissal from the BSN program
  - If the student's clinical performance jeopardizes patient safety, the grade will be determined prior to the formal end of the course and the student will not be allowed to finish the course

\*Virginia campuses only.

## ESSENTIAL FUNCTIONAL ABILITIES

Students are expected to participate fully in all experiential learning activities required by the program. The following are the essential functional abilities required by all BSN students; however, Arizona College of Nursing is committed to providing reasonable accommodations to qualified students with documented disabilities.

| ABILITY   | STANDARD   | EXAMPLES OF REQUIRED ACTIVITIES   |
|---|--|---|
| <b>MOTOR ABILITIES</b>  | Physical abilities and mobility sufficient to execute gross motor skills, physical endurance and strength to provide patient care.   | Mobility sufficient to carry out patient care procedures such as assisting with ambulation of clients, administering CPR, assisting with turning and lifting patients and providing care in confined spaces such as treatment room or operating suite.  |
| <b>MANUAL DEXTERITY</b>                                       | Demonstrate fine motor skills sufficient for providing safe nursing care.  | Motor skills sufficient to handle small equipment such as an insulin syringe and to administer medications by all routes, perform tracheostomy suctioning and insert urinary catheters.   |
| <b>PERCEPTUAL/ SENSORY ABILITY</b>                            | Sensory/perceptual ability to monitor and assess clients.  | <ul style="list-style-type: none"> <li>Sensory abilities sufficient to hear alarms, auscultatory sounds, cries for help, etc.</li> <li>Visual acuity to read calibrations on 1 cc syringe, assess color (cyanosis, pallor, etc.)</li> <li>Tactile ability to feel pulses, temperature, palpate veins, etc.</li> <li>Olfactory ability to detect smoke, odor, etc.</li> </ul>  |
| <b>BEHAVIORAL/ INTERPERSONAL/ EMOTIONAL</b>                   | <ul style="list-style-type: none"> <li>Ability to relate to colleagues, staff and patients with honesty, civility, integrity and non-discrimination.</li> <li>Capacity for development of mature, sensitive, and effective therapeutic relationships.</li> <li>Interpersonal abilities sufficient for interaction with individuals, families and groups from various social, emotional, cultural and intellectual backgrounds.</li> <li>Ability to work constructively in stressful and changing environments with the ability to modify behavior in response to constructive criticism.</li> <li>Negotiate interpersonal conflict.</li> <li>Capacity to demonstrate ethical behavior, including adherence to the professional nursing and student code of conduct.</li> </ul> | <ul style="list-style-type: none"> <li>Establish rapport with patients/clients and colleagues.</li> <li>Work with teams and workgroups. Emotional skills sufficient to remain calm in an emergency.</li> <li>Behavioral skills sufficient to demonstrate the exercise of good judgment and prompt completion of all responsibilities attendant to the diagnosis and care of clients.</li> <li>Adapt rapidly to environmental changes and multiple task demands.</li> <li>Maintain behavioral decorum in stressful situations.</li> </ul>  |
| <b>SAFE ENVIRONMENT FOR PATIENTS, FAMILIES AND CO-WORKERS</b> | <ul style="list-style-type: none"> <li>Ability to accurately identify patients.</li> <li>Ability to effectively communicate with other caregivers.</li> <li>Ability to administer medications safely and accurately.</li> <li>Ability to operate equipment safely in the clinical area.</li> <li>Ability to recognize and minimize hazards that could increase healthcare associated infections.</li> <li>Ability to recognize and minimize accident hazards in the clinical setting including hazards that contribute to patient, family and co-worker falls.</li> </ul>  | <ul style="list-style-type: none"> <li>Prioritizes tasks to ensure patient safety and standard of care.</li> <li>Maintains adequate concentration and attention in patient care settings.</li> <li>Seeks assistance when clinical situation requires a higher level or expertise/experience.</li> <li>Responds to monitor alarms, emergency signals, call bells from patients and orders in a rapid and effective manner.</li> </ul>  |
| <b>COMMUNICATION</b>  | <ul style="list-style-type: none"> <li>Ability to communicate in English with accuracy, clarity and efficiency with patients, their families and other members of the health care team (including spoken and non-verbal communication, such as interpretation of facial expressions, affect and body language).</li> <li>Required communication abilities, including speech, hearing, reading, writing, language skills and computer literacy</li> <li>Communicate professionally and civilly to the healthcare team including peers, instructors and other professional staff.</li> </ul>   | <ul style="list-style-type: none"> <li>Gives verbal directions to or follows verbal directions from other members of the healthcare team and participates in health care team discussions of patient care.</li> <li>Elicits and records information about health history, current health state and responses to treatment from patients or family members, accurately.</li> <li>Conveys information to clients and others to teach, direct and counsel individuals in an accurate, effective and timely manner.</li> <li>Establishes and maintain effective working relations with patients and co-workers.</li> <li>Recognizes and reports critical patient information to other caregivers.</li> </ul>  |
| <b>COGNITIVE/ CONCEPTUAL/ QUANTITATIVE ABILITIES</b>          | <ul style="list-style-type: none"> <li>Ability to read and understand written documents in English and solve problems involving measurement, calculation, reasoning, analysis and synthesis.</li> <li>Ability to gather data, develop a plan of action, establish priorities, and monitor and evaluate treatment plans, modalities and outcomes.</li> <li>Ability to comprehend three-dimensional and spatial relationships.</li> <li>Ability to react effectively in an emergency.</li> </ul>   | <ul style="list-style-type: none"> <li>Calculates appropriate medication dosage given specific patient parameters.</li> <li>Analyzes and synthesizes data and develop an appropriate plan of care.</li> <li>Collects data, prioritizes needs and anticipate reactions.</li> <li>Comprehends spatial relationships adequate to properly administer injections, start intravenous lines or assess wounds of varying depths.</li> <li>Recognizes an emergency and responds effectively to safeguard the patient and other caregivers.</li> <li>Transfers knowledge from one situation to another.</li> <li>Accurately processes information on medication container, physicians' orders, monitor and equipment calibrations, printed documents, flow sheets, graphic sheets, medication administration records, other medical records and policy and procedure manuals.</li> </ul> |
| <b>PUNCTUALITY/ WORK HABITS</b>                               | <ul style="list-style-type: none"> <li>Ability to adhere to policies, procedures and requirements as described in the college catalog and course syllabi.</li> <li>Ability to complete classroom and clinical assignments and submit assignments at the required time. Ability to adhere to classroom and clinical schedules.</li> </ul>   | <ul style="list-style-type: none"> <li>Attends class and submits clinical assignments punctually.</li> <li>Reads, understands and adheres to all policies related to classroom and clinical experiences.</li> <li>Contacts instructor in advance of any absence or late arrival.</li> </ul>   |
| <b>ENVIRONMENT</b>  | <ul style="list-style-type: none"> <li>Ability to recognize the personal risk for exposure to health hazards Ability to use equipment in laboratory or clinical settings needed to provide patient care</li> <li>Ability to tolerate exposure to allergens (chemical, etc.).</li> <li>Ability to tolerate wearing protective equipment (e.g., mask, gown, gloves)</li> </ul>   | <ul style="list-style-type: none"> <li>Takes appropriate precautions for possible exposures such as communicable disease, blood borne pathogens and latex.</li> <li>Uses Personal Protective Equipment (PPE) appropriately.</li> </ul>  |



## HEALTH STANDARDS & CLINICAL COMPLIANCE

### General Information

Students must continuously demonstrate compliance with these standards where indicated (for example, TB screening and influenza vaccine are annual and CPR certification expires every two years).

Failure to initially and continuously demonstrate compliance with these requirements will result in a student being administratively withdrawn from the program.

Students are required to cover the cost of all these requirements.

Students must submit all required results (in the required formats) by the due date specified in written notification.

### Health Screening & Physical Exam

- Students must complete a health screening and physical exam by a licensed health care provider.
- The Arizona College of Nursing Health History Form must be signed and dated by the student's health care provider.
- The screening and exam must be completed no earlier than 6 months prior to entering the core nursing courses (Semester 5).

### Immunizations & Proof of Immunity

In general, the BSN degree program follows the recommendations for vaccines for healthcare workers [www.cdc.gov/vaccines/adults/rec-vac/hcw.html](http://www.cdc.gov/vaccines/adults/rec-vac/hcw.html) of the Centers for Disease Control and Prevention (CDC) as a requirement for clinical practicum. However, due to individual clinical policies, requirements may differ depending on campus and clinical assignment.

Information on specific requirements will be available prior to the start of the nursing courses.

### Tuberculosis

In keeping with the recommendations of the CDC initial and annual tuberculosis screening is required for clinical practicum per the following protocol. [www.cdc.gov/tb/topic/testing/healthcareworkers.htm](http://www.cdc.gov/tb/topic/testing/healthcareworkers.htm),

- Negative 2-step Mantoux tuberculin skin test (TST) or
- Negative QuantiFERON®-TB Gold In-Tube test (QFT-GIT) or
- Negative T-SPOT®.TB test (T-Spot) or
- Students with untreated latent TB infection should consult Executive Director of Academic Operations for an alternative protocol.
- Annual negative 1-step Mantoux tuberculin skin test (TST) or Negative QuantiFERON®-TB Gold In-Tube test (QFT-GIT) or Negative T-SPOT®.TB test (T-Spot) thereafter.

### Training

American Heart Association Basic Life Support (BLS) CPR & AED Training for Healthcare Professionals is required for clinical practicum.

### Return to Class or Clinical Following Health Challenges

Any student who has experienced an emergency room visit, hospitalization or acute illness, trauma or pregnancy/delivery must submit a completed release from a healthcare provider stating that the student is physically and mentally/emotionally able to provide direct nursing care to patients without restrictions. The release must be signed and dated by the healthcare provider.

### Clinical Facility and State Board of Nursing Health & Clinical Compliance Requirements

All BSN students must meet all the requirements regardless of the policies of State Boards of Nursing or the clinical agencies to which they are assigned. However, in some cases State Boards of Nursing or clinical facilities may have additional requirements (for example, immunizations or the manner in which immunity must be demonstrated).

Students must comply with all State Board of Nursing and clinical facility requirements in addition to those contained here. Students will be informed of these in writing in adequate time to assure compliance.

# PROFESSIONAL STANDARDS & CODE OF CONDUCT

The Student Code of Conduct is designed to foster a fair and impartial set of standards by which alleged violations of the policy will be judged. All students are required to adhere to these standards.

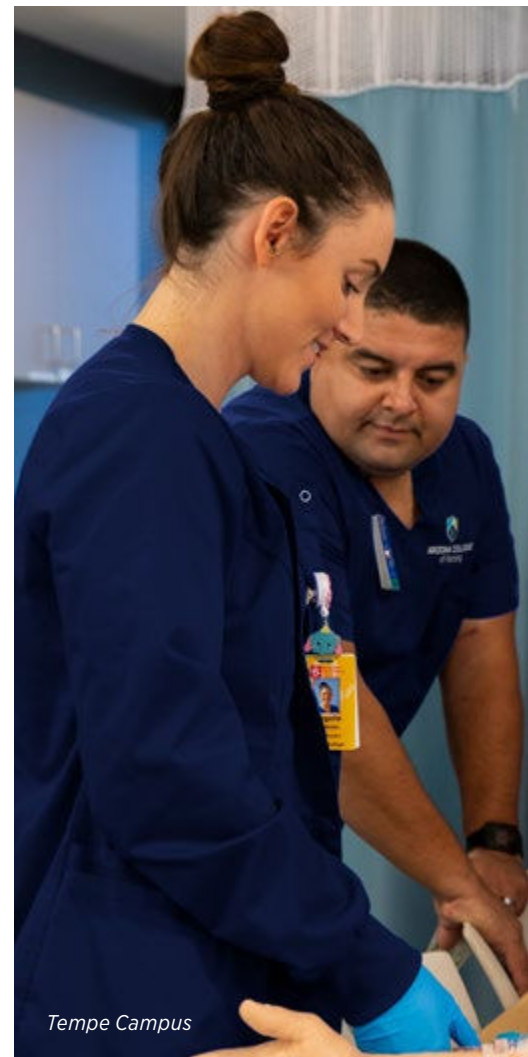
## PROFESSIONAL BEHAVIOR

Students shall always maintain professional behavior. Unprofessional behavior will subject a student to progressive intervention/discipline (described subsequently) up to and including dismissal from the program. The following are examples of behaviors that violate the Arizona College of Nursing Code of Conduct:

- Behavior that disrupts the learning environment and makes concentration and/or learning difficult for others
- Bullying and harassment or any other behavior that serves to intimidate, humiliate or lessen another person
- Use of curse words or vulgar language either verbal or written in the learning environment
- 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, including substances, material, bombs, explosives or incendiary devices
- Theft of or damage to college property or the property of Arizona College of Nursing 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 illegal or illicit substance or drug
- Being under the influence of alcohol or in possession of alcoholic beverages and/or other chemical intoxicants while at the college facilities or any clinical site
- Social network postings that conform to expected professional behavior and not violate confidentiality of any individual or the HIPAA Privacy rule

To ensure a safe and non-disruptive educational experience, children are not permitted to attend class or to be present at clinical sites.



Tempe Campus



## ACADEMIC INTEGRITY

Academic integrity means that students conduct themselves in honest ways in relation to their schoolwork. 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. The following actions will subject a student to progressive intervention/disciplinary action (described subsequently) up to and including dismissal from the program:

- Copying from others during an examination
- Communicating exam answers to another student during an exam, including cell phone, talking and passing notes
- Taking an exam for another student or having someone take an exam for the student
- Using unauthorized materials, prepared answers, search engines, written notes or information during an exam
- Tampering with an examination after it has been corrected and 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). This includes others published and unpublished works as well as another or former student's work
- 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

## THE HEALTH INSURANCE PORTABILITY & ACCOUNTABILITY ACT OF 1996 (HIPAA)

By law and ethical standards, students are obligated to protect patient confidentiality as defined under the HIPAA Privacy Rule.

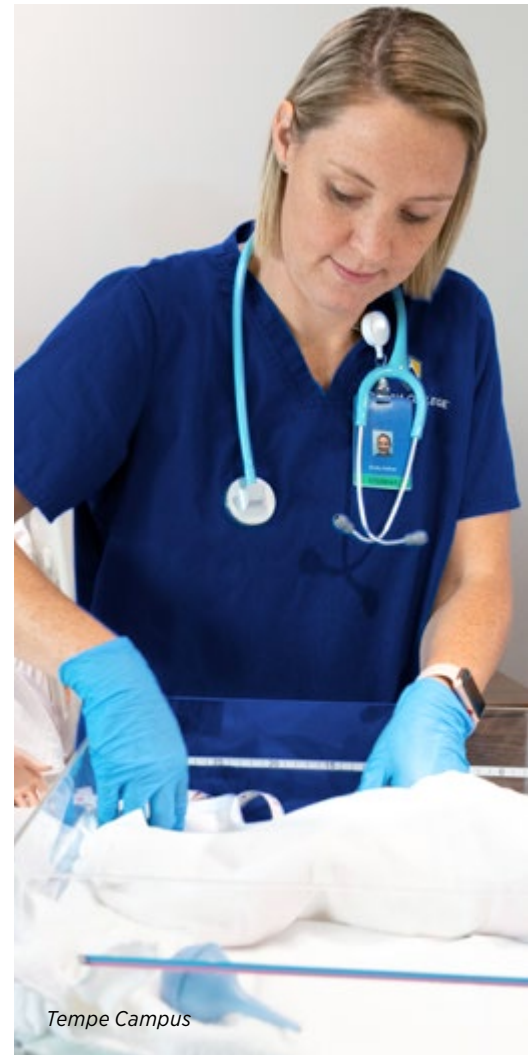
The HIPAA Privacy Rule provides federal protections for personal health information held by covered entities and gives patients an array of rights with respect to that information. At the same time, the Privacy Rule is balanced so that it permits the disclosure of personal health information needed for patient care and other important purposes. The Security Rule specifies a series of administrative, physical and technical safeguards for covered entities to use to assure the confidentiality, integrity and availability of electronic protected health information.

Additional information about HIPAA can be found at the U.S. Department of Health & Human Services website: [www.hhs.gov/hipaa/index.html](http://www.hhs.gov/hipaa/index.html)

## FOR CAUSE SUBSTANCE SCREENING

Students are subject to screening if a faculty and/or an agency nursing staff member suspects the student is impaired at any time on campus or during any clinical experience or college-sponsored activity. This includes but is not limited to:

- Evidence of drugs or alcohol on or about the student's person or in the student's possession, unusual conduct on the student's part that suggests possible use or influence of drugs or alcohol, negative performance patterns or excessive and unexplained absenteeism or tardiness.
- The student will submit to immediate substance screening as directed by the faculty or Arizona College of Nursing staff. Upon the student's oral consent, the faculty will contact a transportation service and arrange for student transport to a designated medical service facility.
- Substances screened for include: Marijuana, Cocaine, Amphetamines, Opiates, Propoxyphene, Oxycodone Oxymorphone, PCP, Barbiturates, Benzodiazepines, Methadone, Ethanol (Alcohol) and in Arizona, nicotine.
- Any student who refuses testing will be removed from the campus or clinical area and will be transported home by an Arizona College of Nursing designated transportation company.
- Students will remain out of the clinical area until an investigation is completed and the Executive Director of Academic Operations or designee has made recommendations.
- Students will be withdrawn from the BSN program if there is a positive For Cause screening result.
  - Authority to make exceptions to this policy resides with the Program Administrator or Dean.
- A negative result is required to continue in the BSN program.
  - The student must meet with the Executive Director of Academic Operations or designee to discuss perceptions of impaired behavior and steps to avoid similar occurrence.
  - Medical documentation of any medical condition or treatment may be requested.
  - The student will NOT be counted as absent from clinical.
- In some cases, students may be prescribed medication that is part of the screen. In these cases, a Medical Review Officer (MRO) evaluation will be necessary, and students may be temporarily excluded from clinical until the MRO evaluation has been completed.
  - Prescribed medications can alter a student's functional capabilities
  - Students who are determined negative from an MRO review must meet with Executive Director of Academic Operations or designee to determine ability to participate in clinical
  - More than one incident of a For Cause test that is positive but ruled negative by the MRO may result in withdrawal from the program



Tempe Campus



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## MEDICAL MARIJUANA

Arizona College of Nursing prohibits the possession and use of marijuana, including medical marijuana prescribed by a health care provider, at any time on campus or during any clinical experience or college-sponsored activity.

Marijuana or its metabolite is a part of required and For Cause substance screening and will result in a positive screen. A negative result is required to continue in the BSN program. Students with a prescription for medical marijuana are not exempt from this requirement.

## DRESS CODE

As healthcare providers, nursing students are expected to demonstrate conservative, safe, modest and professional dress and grooming. This policy is to be observed by ALL nursing students.

Students also must always wear their Arizona College of Nursing picture ID while on campus or at any clinical site. They may also be required to wear the ID of the clinical facility while on site.

## SOCIAL MEDIA POLICY

Arizona College of Nursing is committed to promoting the profession of nursing and the values that nurses represent by implementing a strong social media policy to govern nurses' activities on social media platforms. Social networks and the internet allow opportunities for rapid knowledge exchange and information dissemination among many people. This exchange does not come without risk and may be subject to professional discipline and how professional regulatory bodies balance competing interests when assessing complaints related to the off-duty conduct of members (students).

Nursing students at Arizona College of Nursing are obligated to be aware of the benefits and potential consequences of engaging in the use of all types of social networking.

## Definition of Terms

1. Content: Including but not limited to: text, files, profiles, patient records, concepts, opinions, images, photos, videos, sounds or other materials that are transmitted, communicated, shared, submitted, displayed, published, broadcast or posted.
2. Social Media: Internet-based or electronic applications, apps downloaded to mobile devices, and personal websites that allow the creation and exchange of user-generated content such as but not limited to: profiles, opinions, insights, pictures, videos, experiences, perspectives and media itself.
3. Social Media Communications: Any medium used in content and communication exchange including but not limited to: blogs, photo sharing, online comments and posts, instant messages, videos, podcasts, microblogs, social networks, online communities and wikis. Examples of social media applications include but are not limited to Facebook, Snapchat, Twitter, TikTok, Craigslist, YouTube, LinkedIn, BlogSpot, Instagram, Upcoming, Flickr and Wikipedia.

Nurses are bound by both laws and ethical standards at all times to keep information private and failing to do so can harm, have financial ramifications, or even impact nursing careers severely. Students should approach social media activity in the same manner in which they operate in the non-digital workspace – by using sound judgment and common sense. In addition to adhering to professional expectations, behavior and presentation outlined by the Arizona College of Nursing Academic Catalog, nursing students are expected to follow the guidelines and principles established by the National Council of State Boards of Nursing ([https://www.ncsbn.org/NCSBN\\_SocialMedia.pdf](https://www.ncsbn.org/NCSBN_SocialMedia.pdf)) and the American Nursing Association (<https://www.nursingworld.org/social/>) to minimize the risks of using social media. Any violation of this policy will be addressed consistent with the student code of conduct violation process.

## REQUIREMENTS FOR CAMPUS

| DRESS CODE ITEM   | DESCRIPTION  |
|---|--|
| THE FOLLOWING IS UNACCEPTABLE ATTIRE ON CAMPUS OR FOR ANY COLLEGE-SPONSORED EVENT | <ul style="list-style-type: none"> <li>• See-through clothing</li> <li>• Sun dresses</li> <li>• Halter tops</li> <li>• Tank tops</li> <li>• Shorts</li> <li>• Miniskirts or mini dresses</li> <li>• Jogging suits</li> <li>• Hats</li> </ul> <ul style="list-style-type: none"> <li>• Clothing that depicts or contains:               <ul style="list-style-type: none"> <li>- Obscene, lewd, nudity, criminal activity, or sexual images</li> <li>- Vulgarity</li> <li>- Images or words that demean, degrade, humiliate or attempt to dehumanize any individual, group or segment of the community</li> </ul> </li> </ul> |

## REQUIREMENTS FOR CLINICAL & SKILLS/SIMULATION LABORATORY

| CORE NURSING DRESS CODE ITEM   | DESCRIPTION  |
|--|--|
| UNIFORM  | <ul style="list-style-type: none"> <li>• Students are to wear the official nursing program uniform in ALL skills lab, simulation and clinical settings unless the setting requires other attire. Faculty will inform students of any such exceptions.</li> <li>• The uniform must be clean, neat and non-wrinkled.</li> <li>• Undergarments must be worn at ALL times and cannot be visible. A plain, short-sleeved white t-shirt may be worn under the uniform top.</li> </ul>  |
| ID BADGE   | <ul style="list-style-type: none"> <li>• Students must always wear their Arizona College of Nursing picture ID while at any clinical site. They may also be required to wear the ID of the clinical facility while on site.</li> </ul>   |
| JEWELRY  | <ul style="list-style-type: none"> <li>• The following jewelry may be worn:               <ul style="list-style-type: none"> <li>- Plain ring band</li> <li>- Small post earrings in the lobe of the ear</li> <li>- Wristwatch</li> </ul> </li> <li>- Medical Alert jewelry</li> <li>- Necklaces and bracelets ARE NOT permitted</li> </ul>  |
| TATTOOS, BODY PIERCING   | <ul style="list-style-type: none"> <li>• No visible facial tattoos and no body piercing jewelry, other than small post earrings, are allowed.</li> <li>• No objects may be worn in the tongue. If necessary, a small bandage is permitted to cover a visible piercing.</li> <li>• Tattoos should be covered if possible (however, infection control standards dictate nothing worn below the elbow for patient care).</li> <li>- Tattoos that cannot be covered must be conservative and must not convey a message that is contrary to Arizona College of Nursing professional standards.</li> <li>- Visible tattoos that are lewd, obscene and crude or that portray nudity, vice, crime or contain profanity are forbidden.</li> </ul> |
| HAIR   | <ul style="list-style-type: none"> <li>• Hair must be clean, normal color (no pink, blue etc.), worn off collar and worn away from the face.</li> <li>• Eccentric hair styles (i.e., Mohawk) are not permitted.</li> <li>• No hats are permitted.</li> <li>• No hair ornaments are permitted except a hair clip that matches the hair color.</li> <li>• Closely trimmed beards, sideburns, and mustaches are permitted, but must meet facility policy for client safety.</li> <li>• No ponytail hanging down back is permitted.</li> </ul>   |
| MAKE-UP  | <ul style="list-style-type: none"> <li>• Make-up should be minimal, neutral and in good taste. No false eyelashes.</li> </ul>  |
| FINGERNAILS  | <ul style="list-style-type: none"> <li>• Fingernails must be clean and short.</li> <li>• Artificial nails, nail wraps, or extenders are not permitted.</li> <li>• No polish.</li> </ul>  |
| GROOMING   | <ul style="list-style-type: none"> <li>• Students will maintain personal hygiene including oral care.</li> <li>• No cologne, aftershave, scented lotions, and/or perfumes are permitted.</li> <li>• Students must be free of offensive body odor and cigarette smoke.</li> </ul>   |
| MISCELLANEOUS  | <ul style="list-style-type: none"> <li>• Chewing gum is not permitted while in uniform.</li> </ul>   |
| SHOES  | <ul style="list-style-type: none"> <li>• Uniform-style shoes and laces must be clean and white.</li> <li>• White socks or neutral nylons must be worn with the uniform.</li> <li>• No open toes, backless shoes, or sandals can be worn.</li> </ul>  |
| WHEN GOING TO A HOSPITAL/ CLINICAL AGENCY BEFORE CLINICAL TO SEE A PATIENT | <ul style="list-style-type: none"> <li>• Uniform and scrub jacket or white lab coat</li> <li>• Name badge</li> <li>• When in a social setting, students should not wear their clinical uniform.</li> </ul>   |



## PROGRESSIVE INTERVENTION/DISCIPLINE

The program follows a progressive intervention and disciplinary policy that typically consists of four steps.

Depending on the seriousness of any situation, any step may be skipped with the approval of the Executive Director of Academic Operations. Students will enter progressive intervention/discipline whenever they fail to meet the expectations of the program, including but not limited to:

- Academic Integrity
- Professional Behavior
- Safe Practice
- Dress Code
- Responsible Computing
- Social Networking

Typically, progressive intervention/discipline adheres to the following sequence:

### Step One: Verbal Warning/Counseling –

The student will be counseled regarding the need to improve in a specific area. Counseling will be documented on the progressive intervention/discipline intervention communication record. Documented verbal counseling and outlined expectations will be agreed upon by the faculty and student.

**Step Two: 1<sup>ST</sup> Written Warning –** The student will be counseled regarding the need to improve in a specific area when he/she has failed to demonstrate improvement or performance from counseling in Step One. A student success plan will be implemented, including expectations and potential due dates.

**Step Three: 2<sup>ND</sup> Written Warning –** This occurs when the student has already received a 1<sup>ST</sup> written warning and new issues or unresolved issues continue.

**Step Four: 3<sup>RD</sup> /Final Action-** This follows the 2<sup>ND</sup> written warning if new issues arise or unresolved issues continue. The final action may include a recommendation for dismissal or course failure. This recommendation is made if the student continues to fail to meet the standards of the program and does not demonstrate the ability, desire or willingness to change

the behavior. If the student requires additional intervention/discipline after the final action, he/she will automatically fail the course and/or be dismissed from the program.

Although these steps usually follow a progressive pattern, **please note that at the discretion of the Executive Director of Academic Operations or designee, any step may be skipped depending on the seriousness of the situation.** The section below defines the criteria that constitute dismissal from the program.

## DISMISSAL FROM THE PROGRAM

The decision to dismiss a student from the program may result from a combination of behaviors that have caused the student to enter the progressive discipline process.

- Unauthorized possession, use, sale or distribution of alcoholic beverages or any controlled substance
- Verbal, physical and/or psychological abuse, threat or harassment or bullying of any client, visitor, agency staff, student or faculty member
- Theft, abuse, misuse or destruction of another person's or agency's property
- Unauthorized disclosure, removal or misuse of confidential information about any client, student or agency staff
- Violation of any policies as stated in the College Catalog
- Leaving the clinical agency without authorization by clinical faculty
- Being on clinical agency property, in a student capacity, without proper authorization
- Failure to contact clinical faculty to give notice of lateness or absence from assigned clinical rotation
- Unsafe practice in the clinical area
- Inappropriate/unprofessional use of social networking, pertaining to the college, program, clinical facilities, or clients
- Violation of any provision of the ANA Code of Ethics for Nurses

## COMPLAINTS & GRIEVANCES

Students or other parties with complaints or grievances against Arizona College of Nursing should seek first to resolve their complaint or grievance with the institution. To serve students and open lines of communication with the administration of Arizona College of Nursing, the college adheres to the following procedure for registering and resolving a complaint/grievance:

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 of Nursing or Dean of General Education, as appropriate, 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 or Dean of General Education, 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.
3. **Submission of Grievance Form.** The completed Grievance Form should be submitted to the Dean of Nursing or Dean of General Education, 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.** 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.

## 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) 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. Bases 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.

NOTE: Utah students may file with the Division of Consumer Protection at any time. Students do not need to go through the grievance process first in order to file a complaint with the Division of Consumer Protection.

Virginia Residents enrolled at a campus: As a last resort in the complaint process, students who do not believe they received a satisfactory resolution to their grievance may contact the State Council of Higher Education for Virginia (SCHEV, Attn: Private and Postsecondary Education, 101 N. 14th St., James Monroe Bldg., Richmond, VA 23219). The student will not be subject to unfair actions as a result of filing a complaint.

Students not satisfied with the final disposition of the grievance process may contact the above-referenced entities or the Office of Civil Rights at Office of Civil Rights (OCR), United States Department of Education, Washington DC 20201.

This policy in no way impedes Arizona College of Nursing's open-door policy regarding questions or comments regarding Arizona College of Nursing. 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.

The decision of the COO of Nursing on the appeal is final. Students not satisfied with the final disposition of the grievance process may contact:

**ABHES**  
7777 Leesburg Pike, Suite 314 N  
Falls Church, VA 22043  
(703) 917-9503  
<https://abh.es.org>

**Arizona State Board for Private Postsecondary Education**  
1400 West Washington, Room 260  
Phoenix, Arizona 85007  
(602) 542-4709  
<http://azppse.state.az.us>

**Arizona Board of Nursing**  
1740 West Adams Street, Suite 2000  
Phoenix, Arizona 85007  
(602) 771-7800  
<https://ppse.az.gov>

**California Board of Registered Nursing**  
P.O. Box 944210  
Sacramento, CA 95244-2100  
(916) 574-7600  
[rn.ca.gov](http://rn.ca.gov)

**California Bureau for Private Postsecondary Education**  
P.O. Box 980818  
West Sacramento, CA 95798-0818  
(888) 370-7589  
[bppe.ca.gov](http://bppe.ca.gov)

**Colorado Division of Professions and Occupations, State Board of Nursing**  
1560 Broadway, Suite 1350  
Denver, CO 80202  
(303) 894-7800  
<https://dpo.colorado.gov/FileComplaint>

**Colorado Department of Higher Education**  
1600 Broadway, Suite 2200  
Denver, CO 80202  
(303) 862-3001  
<https://cdhe.colorado.gov/complaint-procedures>

**Hawaii Post-Secondary Education Authorization Program**  
Department of Commerce and Consumer Affairs  
P.O. Box 541  
Honolulu, HI 96809  
<https://cca.hawaii.gov/hpeap/>

**Michigan State Board of Nursing**  
611 West Ottawa  
Lansing, Michigan 48933  
(517) 241-0199  
<https://michigan.gov>

**Nevada Commission on Postsecondary Education**  
2800 E. St. Louis  
Las Vegas, Nevada 89104  
(702) 486-7330  
<http://cpe.nv.gov>

**Nevada State Board of Nursing**  
4220 South Maryland Parkway,  
Building B, Suite 300  
Las Vegas, Nevada 89119-7533  
(702) 486-5800  
<https://nevadanursingboard.org>



### Texas Workforce Commission Career Schools and Colleges

101 East 15th Street, Room 226T  
Austin, Texas 78778-0001  
(512) 936-6959  
[twc.state.tx.us/partners/careerschools-colleges-resources](http://twc.state.tx.us/partners/careerschools-colleges-resources)

### Texas State Board of Nursing

333 Guadalupe, Suite 3-460  
Austin, Texas 78701-3944  
(512) 305-7400  
[www.bon.texas.gov/contact\\_us.asp](http://www.bon.texas.gov/contact_us.asp)

### Texas Higher Education Coordinating Board

Office of General Counsel  
P.O. Box 12788  
Austin, Texas 78711-2788  
(512) 427-6101  
[theccb.state.tx.us/studentcomplaints](http://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)

### Utah State Board of Nursing

Heber M. Wells Bldg., 4th Floor,  
160 East 300 South  
Salt Lake City, Utah 84111  
(801) 530-6628  
<http://ncsbn.org>

### Utah Division of Consumer Protection

160 East 300 South, PO Box 146704  
Salt Lake City, Utah 84114-6704  
(801) 530-6601  
[consumerprotection.utah.gov](http://consumerprotection.utah.gov)

### Virginia Board of Nursing

Perimeter Center  
9960 Mayland Drive, Suite 300  
Henrico, Virginia 23233-1463  
(804) 367-4515  
<https://www.dhp.virginia.gov>

### State Council of Higher Education for Virginia (SCHEV)

101 North 14<sup>th</sup> Street  
10<sup>th</sup> Floor, James Monroe Building  
Richmond, Virginia 23219  
(804) 225-2600  
<https://www.schev.edu/>

## ARIZONA SARA GRIEVANCE PROCESS

Distance Education students outside of Arizona, who have completed the institution's grievance process and the applicable state grievance process with the Arizona State Board for Private Postsecondary Education, may appeal complaints to the AZ-SARA Council. Complaints must be submitted within two years of the incident. Complaints regarding student grades or student conduct violations may not be appealed to the AZ-SARA Council. For additional information on the complaint process visit the AZ-SARA Complaint page.

## APPEAL OF ACADEMIC TERMINATION

Students who have been terminated for course failures and/or violating attendance policies may appeal the termination if there were rare and extenuating circumstances that contributed to it, the circumstances have been overcome or changed and documentation can be provided to support the appeal. Students should not submit their appeal until the circumstance(s) that led to their poor academic performance are resolved.

To appeal an academic termination, the student should follow the steps below:

1. Submit a written request to continue in the program with the following information:
  - Appeals for active students approved prior to the Wednesday following the completion of a semester may not have to go through the administrative termination and reentry processes.
  - Verifiable documentation of mitigating circumstances that contributed to poor academic performance.
  - A description of how the circumstances have been overcome or changed.
  - A realistic plan for meeting the requirements to return to good standing.
2. The student should submit the appeal to the Dean of Nursing or Dean of General Education, as appropriate, who will review the appeal and submit it to the Executive Director with recommendation to approve or deny the appeal and rationale for the decision.
3. The Executive Director of Academic Operations will make the decision to approve or deny the appeal by evaluating whether the information presented demonstrates that the student's circumstances resulted in the poor academic performance, that the issue(s) has been overcome and that the student's plan shows the student is likely to be successful in the future.
4. The Executive Director's decision should be made no later than 14 calendar days after the student submits the appeal.
5. The Executive Director's decision is final.

# STUDENT SUPPORT INFORMATION



## QUICK LINKS



855.706.8382



REQUEST INFO

# STUDENT RIGHTS & RESPONSIBILITIES



Glendale Campus

## 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 indefinitely.

## 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

Arizona College of Nursing may disclose directory information to a party seeking information without prior written consent from parents of students in attendance and eligible students in attendance. Directory Information includes, but is not limited to, the student's name; address; telephone listing; electronic mail address; photograph; date and place of birth; major field of study; grade level; enrollment status (e.g., undergraduate or graduate, full-time or part-time); dates of attendance; degrees, honors and awards received; and the most recent educational agency or institution attended. A parent or eligible student has the right to refuse to let Arizona College of Nursing designate any or all of the types of information about the student designated as directory information. If a parent or eligible student wishes to refuse the designation of any or all of the types of information about the student designated as directory information, they must notify Arizona College of Nursing in writing within 60 days of the start of classes.

All other 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 of Nursing does not discriminate 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, age, disability, sexual orientation, gender identity, veteran status or any other consideration made unlawful by federal, state or local laws.

If there are any questions or concerns, please contact Matthew Egan, Vice President of Regulatory Affairs, at 2510 W. Dunlap Ave., Suite 290 Phoenix, AZ 85021 602.759.2279, [megan@arizonacollege.edu](mailto:megan@arizonacollege.edu) or the Office of Civil Rights at Office of Civil Rights (OCR), United States Department of Education, Washington DC 20201 and/or file a criminal complaint with local law enforcement.

## TITLE IX: GENDER DISCRIMINATION & SEXUAL HARASSMENT

Arizona College of Nursing does not discriminate on the basis of sex in its education program or activity and the College is required by Title IX and PART 106 of title 34 of the Code of Federal Regulations not to discriminate in such a manner. This requirement not to discriminate in the education program or activity extends to admission and employment. Inquiries about the application of Title IX and PART 106 to Arizona College of Nursing should be made to the Title IX Coordinator below, to the Assistant Secretary of the U.S. Department of Education or both. The College's grievance procedures and grievance process, including how to report or file a complaint of sex discrimination, how to file or report a formal complaint of sexual harassment and how the College will respond, can be found in the annual security report at [www.arizonacollege.edu/consumer-information/](http://www.arizonacollege.edu/consumer-information/).

Any member of the Arizona College of Nursing community should report sex discrimination, including sexual harassment, in person, by mail, by telephone or by electronic mail to:

### Title IX Coordinator:

Matthew Egan  
2510 West Dunlap Ave.  
Suite 290  
Phoenix, Arizona 85021  
[megan@arizonacollege.edu](mailto:megan@arizonacollege.edu)  
(602) 759-2279

### Deputy Coordinators: Corporate

Wendy Soliz  
2510 West Dunlap Ave.  
Suite 290  
Phoenix, Arizona 85021  
[wsoliz@arizonacollege.edu](mailto:wsoliz@arizonacollege.edu)  
(602) 759-2293

### Aurora

Shawn Elliott  
3131 South Vaughn Way  
Suite 525  
Aurora, Colorado 80014  
[selliott@arizonacollege.edu](mailto:selliott@arizonacollege.edu)  
(719) 480-0278

### Dallas

Jzeniness Ojanuga  
8330 Lyndon B. Johnson Fwy.  
Suite B100  
Dallas, Texas 75243  
[jojanuga@arizonacollege.edu](mailto:jojanuga@arizonacollege.edu)  
(972) 528-9331

### Falls Church

Robert F. DeFinis  
1330 Fairview Park Dr., Ste. 800  
Falls Church, Virginia 22042  
[rdefinis@arizonacollege.edu](mailto:rdefinis@arizonacollege.edu)  
(703) 672-8478

### Las Vegas

Kiersten Garcia  
8363 W. Sunset Rd.  
Suite 200  
Las Vegas, Nevada 89113  
[kgarcia@arizonacollege.edu](mailto:kgarcia@arizonacollege.edu)  
(702) 831-5003

### Ontario

Rachel Choudhury  
3401 Centre Lake Dr.  
#300  
Ontario, California 91761  
[rchoudhury@arizonacollege.edu](mailto:rchoudhury@arizonacollege.edu)  
(909) 935-2741

**Phoenix**

Tracy Robinson  
16404 N. Black Canyon Highway  
Suite 200  
Phoenix, Arizona 85053  
trobinson@arizonacollege.edu  
(860) 305-8518

**Tempe**

Daphne Matthews-Johnson  
1620 W. Fountain Head Pkwy.  
Tempe, Arizona 85282  
dmatthews-johnson@arizonacollege.edu  
(480) 344-1252

**Tucson**

Haley Haas  
5285 E. Williams Cir.  
Suite 1050  
Tucson, Arizona 85711  
hhaas@arizonacollege.edu  
(520) 372-6583 ext. 1518

**Salt Lake City**

Andrew Nydegger  
434 Ascension Way  
Suite 500  
Murray, Utah 84123  
anydegger@arizonacollege.edu  
(385) 388-8412

**Southfield**

Chris Chavez  
26400 Lahser Rd.  
Suite 400  
Southfield, Michigan 48033  
cchavez@arizonacollege.edu  
(313) 217-2497

**DISABILITY RESOURCES & SERVICES**

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

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

**To receive an accommodation, students should submit a completed Student Accessibility Services Request for Accommodations form along with current substantiating documentation. Documentation must be from applicable professionals, provide a specific diagnosis and recommend specific accommodations. Accommodation forms are available from the campus disability coordinator\* and once completed, must be submitted to the same office. Students must take responsibility for proactively providing substantiating documentation for requested accommodations with the disability coordinator in order for the disability declaration to be properly evaluated. Notification detailing the length, terms and explanation of approved accommodation will be created by the disability coordinator and be provided to the student. A copy is also to be kept in the student's file. Accommodations are not granted on a retroactive basis.**

**All students receiving accommodations are to make appointments to meet individually with the Learning Resource Coordinator, or designated disability coordinator, at the beginning of each semester to review accommodations for the classes. Students are also welcomed to contact the disability coordinator throughout each semester to review their needs and receive assistance in collaborating with the faculty and staff.**

**Exceptions to this policy are at the discretion of the disability coordinator and must conform to applicable law, be documented, and approved by the vice president of regulatory affairs, with a copy placed in the student's file.**

**ABUSE-FREE ENVIRONMENT**

Arizona College of Nursing 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 of Nursing 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 dean immediately. The resources will assist in referral and/or treatment. Any Arizona College of Nursing 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.

\* Colorado Students: The Disability Coordinator at the campus is either the Dean of Nursing or the Learning Resource Coordinator. Students will be informed at orientation concerning the staff designee for the Disability Coordinator.

Arizona College of Nursing 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 of Nursing 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 of Nursing 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 practicum 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.

Arizona College provides to its students and staff computers and a network with internet access in order to do research and complete administrative tasks. All users of the network are expected to comply with the College's policy on the use of this network access. Arizona College had developed this policy to eliminate the unauthorized distribution of copyrighted materials on this network through the use of Peer-to-Peer (P2P) file sharing.

Arizona College has taken several steps to combat the distribution of unauthorized copyrighted material. Currently, only IT administrators have access to download software onto computers used by both students and staff. This is a very strong limitation of the ability of the College Network to have software that uses P2P formats for the transfer of data.

### Consequences of Illegal P2P File Sharing

Should a student be caught using P2P file sharing to distribute unauthorized copyrighted material, the student may be subject to computer restriction, suspension or even termination, depending on the severity of the situation. Employees will be handled on an individual basis by the Vice President of Operations and could be subject to termination.

### Legal Alternatives

There are more than 13 million legal tracks online today. The following link includes a list of services licensed by the major record companies. Click through to learn where to access legal music online and have the best music experience possible. <https://www.riaa.com/resources-learning/for-students-educators/>

## Summary of Civil and Criminal Penalties for Violation of Federal Copyright Laws

Copyright infringement is the act of exercising, without permission or legal authority, one or more of the exclusive rights granted to the copyright owner under section 106 of the Copyright Act (Title 17 of the United States Code). These rights include the right to reproduce or distribute a copyrighted work. In the file-sharing context, downloading or uploading substantial parts of a copyrighted work without authority constitutes an infringement.

Penalties for copyright infringement include civil and criminal penalties. In general, anyone found liable for civil copyright infringement may be ordered to pay either actual damages or "statutory" damages affixed at not less than \$750 and not more than \$30,000 per work infringed. For "willful" infringement, a court may award up to \$150,000 per work infringed. A court can, in its discretion, also assess costs and attorneys' fees. For details, see Title 17, United States Code, Sections 504, 505.

Willful copyright infringement can also result in criminal penalties, including imprisonment of up to five years and fines of up to \$250,000 per offense.

For more information, please see the website of the U.S. Copyright Office at [www.copyright.gov](http://www.copyright.gov), especially their FAQ's at [www.copyright.gov/help/faq](http://www.copyright.gov/help/faq).

## PARKING

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



# ADDITIONAL CALIFORNIA SPECIFIC DISCLOSURES



As a prospective student, you are encouraged to review this catalog prior to signing an enrollment agreement. You are also encouraged to review the School Performance Fact Sheet, which must be provided to you prior to signing an enrollment agreement.

Any questions a student may have regarding this catalog that have not been satisfactorily answered by the institution may be directed to the Bureau for Private Postsecondary Education at:

1747 N. Market Blvd.  
Suite 225  
Sacramento, CA 95834  
[www.bppe.ca.gov](http://www.bppe.ca.gov)  
Telephone: (888) 370-7589  
Fax: (916) 263-1897

A student or any member of the public may file a complaint about this institution with the Bureau for Private Postsecondary Education by calling (888) 370-7589 or by completing a complaint form, which can be obtained on the bureau's website ([www.bppe.ca.gov](http://www.bppe.ca.gov)) or calling toll free at (888) 370-7589. Students in California may contact the BPPE with concerns at any time.

Arizona College of Nursing – Ontario, California does not have a pending petition in bankruptcy, is not operating as a debtor in possession, has not filed a petition within the preceding five years and has not had a petition in bankruptcy filed against it within the preceding five years that resulted in reorganization under Chapter 11 of the United States Bankruptcy Code (11 U.S.C. Sec. 1101 et seq.).

Arizona College of Nursing does not have articulation agreements with any other California institutions.

Arizona College of Nursing has no dormitory facilities under its control and takes no responsibility for finding or assisting a student in obtaining housing.

All instruction will be given in English. English language services, such as ESL, will not be provided by Arizona College of Nursing.

## STUDENT TUITION RECOVERY FUND

The State of California established the Student Tuition Recovery Fund (STRF) to relieve or mitigate economic loss suffered by a student in an educational program at a qualifying institution, who is or was a California resident while enrolled, or was enrolled in a residency program, if the student enrolled in the institution, prepaid tuition and suffered an economic loss.

Unless relieved of the obligation to do so, you must pay the state-imposed assessment for the STRF, or it must be paid on your behalf, if you are a student in an educational program, who is a California resident, or are enrolled in a residency program, and prepay all or part of your tuition.

You are not eligible for protection from the STRF and you are not required to pay the STRF assessment, if you are not a California resident, or are not enrolled in a residency program.

It is important that you keep copies of your enrollment agreement, financial aid documents, receipts or any other information that documents the amount paid to the school. Questions regarding the STRF may be directed to the Bureau for Private Postsecondary Education, 1747 North Market Blvd., Suite 225, Sacramento, CA 95834, (916) 574-8900 or (888) 370-7589.

To be eligible for STRF, you must be a California resident or are enrolled in a residency program, prepaid tuition, paid or deemed to have paid the STRF assessment, and suffered an economic loss as a result of any of the following:

1. The institution, a location of the institution, or an educational program offered by the institution was closed or discontinued, and you did not choose to participate in a teach-out plan approved by the Bureau or did not complete a chosen teach-out plan approved by the Bureau.
2. You were enrolled at an institution or a location of the institution within the 120 day period before the closure of the institution or location of the institution, or were enrolled in an educational program within the 120 day period before the program was discontinued.
3. You were enrolled at an institution or a location of the institution more than 120 days before the closure of the institution or location of the institution, in an educational program offered by the institution as to which the Bureau determined there was a significant decline in the quality or value of the program more than 120 days before closure.

4. The institution has been ordered to pay a refund by the Bureau but has failed to do so.
5. The institution has failed to pay or reimburse loan proceeds under a federal student loan program as required by law, or has failed to pay or reimburse proceeds received by the institution in excess of tuition and other costs.
6. You have been awarded restitution, a refund, or other monetary award by an arbitrator or court, based on a violation of this chapter by an institution or representative of an institution, but have been unable to collect the award from the institution.
7. You sought legal counsel that resulted in the cancellation of one or more of your student loans and have an invoice for services rendered and evidence of the cancellation of the student loan or loans.

To qualify for STRF reimbursement, the application must be received within four (4) years from the date of the action or event that made the student eligible for recovery from STRF.

A student whose loan is revived by a loan holder or debt collector after a period of noncollection may, at any time, file a written application for recovery from STRF for the debt that would have otherwise been eligible for recovery. If it has been more than four (4) years since the action or event that made the student eligible, the student must have filed a written application for recovery within the original four (4) year period, unless the period has been extended by another act of law.

However, no claim can be paid to any student without a social security number or a taxpayer identification number.



Tempe Campus

# SAFETY GUIDELINES

## 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.

## SKILLS LAB

- The nursing lab is used to explain, clarify and demonstrate nursing procedures. Assigned activities such as readings and homework are to be completed prior to lab or simulation to enable the student to take full advantage of in-lab time to discuss and clarify assigned material.
- Students are required to demonstrate competency in designated nursing procedures as determined by faculty assessment.
- Students generally should not perform skills in the clinical setting until the skills have been satisfactorily performed in the lab and the clinical faculty has given approval.

- Students are expected to attend all lab classes, arriving on time and having completed appropriate preparation for each class as assigned.
- Students are required to utilize lab time to practice and master skills to meet criteria that demonstrate completion of course outcomes.
- Excessive absences may result in failure of the entire clinical course.
- Tardiness or failing to remain present during the entire lab session will be addressed and may result in failure of the clinical course.
- Students may use open lab to practice skills they learned during skills lab sessions. The course instructor will announce days and times the lab will be open for use.

**Students are not permitted to practice invasive procedures on themselves or other persons under any circumstances. Invasive procedures are to be practiced only on non-human equipment such as simulation mannequins and other non-human learning tools.**

Labs are **NOT** latex-free; however, non-latex/powder-free, non-sterile gloves are available. Non-latex, powder-free gloves will be provided to latex allergic students/faculty as needed with adequate notice.

## SAFE PRACTICE IN CLINICAL SETTINGS

### General Safety

The student is expected to demonstrate safe behavior while promoting the actual or potential well-being of clients, healthcare workers and self in the biological, psychological, sociological and cultural realms and demonstrating accountability in preparation for and providing nursing care.

- A. Regulatory: Students practice within the boundaries of the relevant State Nurse Practice Act; the American Nurses Association (ANA) Code of Ethics for Nurses; the guidelines, objectives and policies of Arizona College of Nursing; and the rules and regulations of the healthcare agency where they are assigned for learning experience. Students are also required to obey all applicable laws.

Examples of unsafe practice include but are not limited to the following:

1. Failure to notify the instructor of clinical absence
2. Failure to follow program and/or agency policies and procedures
3. Suspected impairment during clinical practicum

B. Ethical: Students perform according to the guidelines of the ANA Code of Ethics for Nurses, Standards of Practice and the State Nurse Practice Act. Students must be able to accept professional supervision from faculty and other supervisors and effectively integrate feedback from such supervision.

Examples of unsafe practice include but are not limited to the following:

1. Failure to consult with instructor prior to refusing assignment
2. Denial, cover-up or failure to report own errors in clinical practice
3. Failure to report unethical behavior of other healthcare persons in the clinical setting which affects client welfare

C. Biological, Psychological, Social and Cultural Realms: The student's performance recognizes and meets the needs of the client from a biological, psychological, sociological and cultural standpoint at the nursing course objectives.

Examples of unsafe practice include but are not limited to the following:

1. Display of mental, physical or emotional behavior(s) that which may adversely affect others' wellbeing
2. Failure to follow through on suggested referrals or interventions to correct deficit areas that may result in harm to others
3. Omission or commission in the care of clients in hazardous positions, conditions or circumstances; mental or emotional abuse; and medication errors
4. Inappropriate interaction with agency staff, co-workers, peers, patients/clients, families and faculty, resulting in miscommunication and disruption of client care and/or unit functioning
5. Lack of physical coordination essential to perform nursing procedures
6. Lack of information-processing ability necessary to make appropriate clinical judgments or decisions

D. Accountability: The student's performance demonstrates consistency in responsible preparation, documentation and promotion for the healthcare of clients, according to course objectives. Examples of unsafe practice include but are not limited to the following:

1. Failure to provide inclusive written communication on appropriate documents or verbal communication to faculty and/or appropriate agency personnel
2. Failure to record essential client behavior accurately.
3. Failure to report incompetent, unethical or illegal practice of any person
4. Participation in activities without adequate orientation, theoretical preparation or appropriate assistance
5. Dishonesty in clinical practice and/or written work
6. Habitual tardiness to clinical practicum

E. Human Rights: The student's performance demonstrates respect for the individual, client, health team member, faculty and self, including but not limited to the legal, ethical and cultural realms.

Examples of unsafe practice include but are not limited to the following:

1. Failure to maintain confidentiality of interactions
2. Failure to maintain confidentiality of records
3. Dishonesty in relationships with peers, faculty, clients/patients and/or agency personnel
4. Failure to recognize and promote every patient's rights



Tempe Campus

## MEDICATION ADMINISTRATION

Students may not administer medications or treatments unless designated to do so by a clinical instructor.

- The ability of students to administer medications in clinical settings depends on successful demonstration of competence in drug knowledge, calculation and administration as required by the program and per course requirements.
- Once assessed competent, under supervision of the faculty, the student may administer the following:
  - Oral, rectal, topical, subcutaneous and intradermal and intramuscular medications
  - Pre-mixed continuous IV solutions
  - IV piggyback and IV push medication, per clinical facility policy

A medication error is defined as any situation in which one or more of the seven rights of medication administration are violated. If an error occurs, the patient's safety is of utmost importance. Students must report a medication error to the clinical instructor as soon as the error is recognized.

## RESTRICTIONS

In clinical, students are restricted from the following behaviors:

- Leaving the unit without faculty approval
- Taking verbal or phone orders of any kind
- Witnessing consents or blood products cross checks
- Inserting or removing central lines
- Being responsible for ECG or fetal monitoring
- Carrying narcotic keys
- Performing procedures or administering medications independently
- Transfusing blood products
- Pushing IV ACLS drugs

## INFECTION CONTROL

### Bloodborne Pathogens

All nursing personnel and students are professionally and ethically obligated to provide client care with compassion and respect for human dignity. Hence, they may not ethically refuse to care for clients solely because the client is at risk of contracting or has, an infectious disease such as HIV, HCV or HBV. All rules of confidentiality are followed when working with patients.

### Standard Precautions:

- All blood and body fluids are considered potentially infectious and are treated as if known to be infectious for HIV, HBV and other blood-borne pathogens.
- Contaminated sharps shall not be bent, recapped or removed. Shearing or breaking of contaminated needles is prohibited.
- Contaminated sharps must be placed in an appropriate container as soon as possible.
- Eating, drinking, smoking, applying cosmetics or lip balm and handling contact lenses are prohibited in the work area where there is a likelihood of occupational exposure. Mouth pipetting/suctioning of blood or other potentially infectious materials is prohibited.
- When exposure is possible, personal protective equipment shall be used. Personal protective equipment requirements include:
  - Gloves shall be worn when it can be reasonably anticipated the individual may have contact with blood, other potentially infectious materials, mucous membranes and non-intact skin; when performing vascular access procedures; and when touching contaminated items or surfaces.
  - Masks, eye protection and face shields shall be worn whenever splashes, spray, splatter or droplets of blood or other potentially infectious materials may be generated and eye, nose or mouth contamination can be reasonably anticipated.

- Gowns, aprons and other protective body clothing shall be worn in occupational exposure situations and will depend upon the task and the degree of exposure anticipated.
- Surgical caps or hoods and shoe covers shall be worn in instances when gross contamination can be reasonably anticipated.
- Hands must be washed immediately after removal of gloves or other personal protective equipment. Contaminated gloves should be removed and disposed of in the appropriate receptacle before leaving a patient's room.

### Exposure Guidelines

- Students must wear appropriate protective clothing/equipment when performing any task(s) that may involve exposure to body fluids.
- Any direct exposure to body fluids occurring while functioning as a nursing student must be reported immediately to the clinical instructor.
- Students exposed to body fluids shall follow this protocol:
  1. Wash the area immediately with a disinfectant agent; for eye splashes, rinse the area with copious amounts of clean water.
  2. Report the incident to the clinical instructor.
  3. Immediately go to an Emergency Department or Urgent Care to seek triage and treatment. The student is responsible for all costs related to exposure, triage, and treatment.
  4. In coordination with the clinical instructor, notify the agency department supervisor, the Dean of Nursing and the Executive Director of Academic Operations or designee.
  5. Complete an agency site incident report and an Arizona College of Nursing Incident Report.
- Information from the U.S. Department of Labor, Occupational Safety & Health Administration (OSHA) is available at: <https://www.osha.gov/SLTC/bloodborne pathogens/index.html>

## TUBERCULOSIS - TB

Students exposed to Tuberculosis (TB) should immediately go to their primary care provider or urgent care to seek triage and treatment. Students are responsible for all costs related to exposure, triage and treatment.

- Students with a previous reactive tuberculin skin test (TST) should have baseline symptom screening and repeat in 12 weeks.
- Students diagnosed with active pulmonary or laryngeal TB will not be able to return to class until they are noninfectious.
- Students must provide documentation from health provider of that status.
- Once students return to school and remains on anti-TB therapy, additional documentation from the healthcare provider may be required to show effective drug therapy is being maintained for the recommended period and sputum acid-fast bacilli (AFB) remains negative.

## LATEX ALLERGY

Healthcare workers are at risk for developing latex sensitivity or latex allergy that may be life-threatening. Dry, itchy and irritated areas on the hands from wearing latex gloves or exposure to the powders on the gloves may be symptoms of a contact dermatitis rather than a latex allergy. The symptoms of latex allergy include skin rash, hives, flushing, itching and nasal, eye or sinus symptoms and asthma. For students with a latex allergy or sensitivity, it is important to understand that there is an increased risk of exposure to products that contain natural rubber in healthcare settings. Students allergic to latex should take special precautions to prevent further exposure to latex-containing products. The faculty of record and Skills Lab staff should be notified and the health care provider for follow up.

## STUDENT RESPONSIBILITY FOR COST OF TREATMENT

There is inherent risk of injury, illness and disability in the practice of nursing that extends to nursing students. It is strongly advised that students have health insurance while they matriculate

at Arizona College of Nursing. Arizona College of Nursing assumes no responsibility for the cost of health care services that result from injury or exposure to hazards including, but not limited to, ambulance service, emergency room visits, post-exposure prophylaxis for infectious diseases, diagnostic testing, laboratory testing and hospitalization. Students are financially responsible for all health care costs.

## COLORADO STUDENTS WORKERS COMPENSATION POLICY

Eduvision Inc, dba Arizona College of Nursing will provide benefits under the Workers' Compensation Act and the Workers' Occupational Diseases Act for a worker who suffers an accidental injury or a disabling occupational disease arising out of engagement in clinical practicum experiences at the various healthcare facilities. This policy and procedure are reviewed with students during new student orientation.



Tempe Campus

# SERVICES

## ACADEMIC ADVISEMENT

Academic advisement is the process of providing information, guidance and encouragement in student decision making regarding educational and career goals. Students may request academic advisement throughout the program of study. Appointments for advisement are made through campus-specific processes and will be communicated to students during orientation.

## ACADEMIC TUTORING

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

## CAREER SERVICES

All graduates are provided with assistance with employment. It is a graduate's responsibility to prepare their resume and cover letter, design a personal job search campaign, dress appropriately for interviews, set up job interviews and attend interviews. At no time does Arizona College of Nursing guarantee placement. It is the responsibility of the student to maintain contact with Arizona College of Nursing through active participation on your job search.

## CHANGE OF NAME OR ADDRESS OR PHONE

It is important for students to assure the college has accurate student contact information on record. All changes in name, address, telephone number or personal email are to be reported to the College.

## LEARNING RESOURCE CENTER

Students should seek out their course faculty for initial clarification of required course materials. In the event additional

help with course material is needed, tutoring is available at the Learning Resource Center. While the Center is always open for students to come in to obtain additional study information, arrangements to receive specific tutoring can be made by contacting the Learning Resource Center Coordinator.

## LIBRARY

Arizona College of Nursing provides students and faculty with librarian service and database subscriptions as a consortium member of the Library and Information Resources Network (LIRN). Arizona College of Nursing subscribes to five main research databases (ProQuest Nursing & Allied Health Database, ProQuest Health & Medical Collection, Ebook Central: Academic Complete, EBSCO CINAHL Complete, and EBSCO Academic Search Premier) to provide access to online books, as well as content from journals, magazines, news publications and other sources covering topics relevant to general education, nursing and numerous other contents covering all disciplines. Students and faculty can access Arizona College of Nursing's online library resources seven days a week, 24 hours a day.

In addition to being a subscribing member of library research databases, Arizona College of Nursing subscribes to the LIRN Librarian Service. LIRN Librarians have masters' degrees in Library and Information Sciences from programs accredited by the American Library Association (ALA). Arizona College of Nursing is supported by a team of highly engaged librarians that stay abreast of emerging trends and traditions in higher education. They participate in regular professional development activities and attend national, regional and state conferences to stay current with the

latest developments in the field. For research assistance, students and faculty may contact LIRN librarians by accessing Arizona College of Nursing's LIRN Portal, clicking the "Ask a Librarian" button on the right-hand side of the LIRN portal and completing a request for help from a librarian. Students and faculty can also directly contact a LIRN librarian at [ArizonaCollege@lirn.libanswers.com](mailto:ArizonaCollege@lirn.libanswers.com) for assistance. Depending on the inquiry/need, librarians may follow up with a student or faculty member via email, phone call or screen share. Research assistance/reference support is available 7 days/week (M-F 7AM - 9PM & S-S 12PM - 7PM).

## STUDENT INPUT FOR PROGRAM DEVELOPMENT

The BSN leadership and faculty value input from the students regarding the nursing program. Students hold positions on both the BSN Program Curriculum Committee and the College Policy and Standards Committee. All students will be invited to attend meetings with the Executive Director of Academic Operations and other leaders once a semester to provide feedback on policies, procedures or other issues students feel are pertinent to their studies at Arizona College of Nursing. Students will have the opportunity to anonymously evaluate faculty, courses, clinical experiences and the overall program at the end of each semester of their studies.

## STUDENT INVOLVEMENT

As part of the profession of nursing, students are expected to take an active role in organizations and leadership positions. Students at Arizona College of Nursing have the opportunity to participate in the Student Nurses Association (SNA), as a member and potentially as an officer.

# ADMINISTRATION & FACULTY



*Allied Health Graduation 2018*

## QUICK LINKS



855.706.8382



REQUEST INFO



## Ownership

**Eduvition, Inc. d.b.a.: Arizona College of Nursing**

## National Leadership

### Nick Mansour

*Chairman of the Board*  
Master of Business Administration,  
Stanford University  
Graduate School of Business

### Jason Anderson

*Chief Executive Officer*  
Master of Business Administration,  
Stanford University  
Graduate School of Business

### Maddie Caballo

*Senior Vice President of Student Affairs*  
Master of Science in Management and  
Leadership, Western Governors University

### Matthew Calhoun

*Senior Vice President of Campus Development*  
Master of Education,  
Northern Arizona University

### Michelle Eisenstat

*Chief People Officer*  
Bachelor of Arts, Communication,  
Arizona State University

### Damien Mach

*Senior Vice President of Admissions*  
Master of Business Administration,  
Keller Graduate School of Business

### Steven Neptune

*Chief Strategy Officer*  
Master of Business Administration,  
Stanford University  
Graduate School of Business

### Elizabeth Simmons

*Chief Financial Officer*  
Master of Business Administration,  
Stanford University  
Graduate School of Business

### Eric Sisak

*Vice President of Digital Marketing & Analytics*  
Master of Business Administration,  
Carnegie Mellon University

### Dr. Mable Smith

*Provost & Senior Vice President of Academics*  
Juris Doctor, Florida State University  
Doctor of Philosophy in Higher Education,  
Florida State University  
Master of Science in Nursing,  
Emory University  
Bachelor of Science in Nursing,  
Florida State University

### Ryan Svendsen

*Senior Vice President of Finance & Controller*  
Bachelor of Business Administration,  
University of Arizona

### Kristen Torres

*President of Allied Health*  
Master of Business Administration,  
University of Phoenix

### Thomas Williams

*Chief Marketing Officer*  
Master of Business Administration,  
Indiana State University

## Corporate

### Jan Atencio

*Director of Agency*

### Erica Botelho

*National Manager of Nursing Labs*

### Christopher Burke

*Expansion Project Director*

### Linda Coleman

*Compliance Quality Assurance Manager*

### Lauren Coughlin

*Director of Registrar Services*

### Chris Crismon

*Compliance Manager*

### Aaron Cyr

*Director of Assessment & Evaluation*

### Nancy da Silva

*Regional Director of Financial Aid*

### Zachary Dale

*Vice President of Enrollment Services*

### Cathy Dees

*National Manager of  
General Education Operations*

### Jeffrey Dennis

*Assistant Controller*

### Jason Dunne

*Vice President of Operations*

### Matthew Egan

*Vice President of Regulatory Affairs*

### Jamie Frantom

*IT Manager*

### Genna Freeborn

*Corporate Director of Financial Aid*

### Jamie Gonzalez-Schulz

*National Academic Operations Manager*

### Barbara Halle

*VP of Nursing Regulatory Affairs*

### Dr. Amber Kool

*Associate Provost*  
Doctor of Nursing Practice in Educational  
Leadership, American Sentinel College

### Cole Leslie

*Vice President of Enrollment Services*

### Debbie Long

*Director of Nursing Regulatory Affairs*

### Ashley McMurray

*Marketing Manager*

### Chad Mellon

*Vice President of Information Technology*

### Ashley Meyer

*Director of Search Marketing*

### Betty Navarette

*Compliance Manager*

### Keith Newsham

*Customer Experience Manager*

### Ami Patel

*Clinical Development Manager*

### Trinya Peoples

*Collections Manager*

### Keith Plutt

*IT Infrastructure Build Manager*

### Steven Poore

*Director of Facilities & Construction*

### Edwin Puhuito

*Construction Project Manager*

### Victor Quezada

*National Director of Financial Aid*

### Katrina Quinn

*Director of Revenue & Student Accounts*

### Teri Rada

*Director of Curriculum & Instruction*

### Mary Ragsdale Roedel

*Director of Brand Marketing*

### Kaitlyn Ramos

*National Nursing Mentor*

### Charlotte Rockett

*Director of Human Resources*

### Eric Rollins

*Vice President of Enrollment Services*

### Mark Schrader

*Senior Director of Facilities & Construction*

### Cherlyn Shultz-Ruth

*Director of Nursing Regulatory Affairs*

### Diane Smith-Levine

*Senior Director of Nursing Regulatory Affairs*

### Obiageli Sneed

*Director of Course Design & Development*

### Wendy Soliz

*Accreditation Manager*

**Melany Stroupe**

*Director of Communications & Public Relations*

**Roslyn Summers**

*Director of Administration & Sr. Executive Assistant*

**Berenice Villa Johnson**

*Regional Director of Financial Aid*

**Kim Weis**

*Director of Talent Acquisition*

**Kristi Womack**

*Accounting Manager*

## Aurora Campus

### Administration

**Shawn Elliott, DNP, RN**

*Dean of Nursing*

Doctor of Nursing Practice, University of Colorado  
Post Masters Certificate Pediatric Nurse Practitioner, University of Colorado  
Master of Science in Nursing-Pediatric Clinical Nurse Specialist, University of Missouri-Kansas City  
Bachelor of Science in Nursing, William Jewell College

## Dallas Campus

### Administration

**Mary Hawkins**

*Executive Director of Academic Operations*

Master of Science in Adult Education, University of Southern Maine  
Master of Project Management, DeVry University  
Bachelor of Science in Management & Organizational Studies, University of Southern Maine

**Sherri Springer**

*Executive Director of Enrollment Services*

Master of Education, Tiffin University  
Bachelor of Science, Florida Metropolitan University

**Jennifer Mundine, EdD, MSN, RN, CNE**

*Dean of Nursing*

Doctor of Education, College Teaching and Learning, Walden University  
Master of Science in Nursing-Education, University of Phoenix  
Bachelor of Science in Nursing, University of Texas at Arlington

**Corey Christen**

*Dean of General Education*

Master of Science in Biology, Clemson University  
Bachelor of Science in Health Sciences, West Texas A&M  
Associate of Science in Biology, Sussex Community College

**Shaquana Small**

*Director of Financial Aid*

### Faculty

**Kimberly Allen, MSN, APRN, NNP-BC**

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Master of Science in Nursing, Advanced Practice RN/Neonatal Nurse Practitioner, Baylor University  
Bachelor of Science in Nursing, University of Texas at Arlington

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Doctor of Nursing Practice, Texas Womens University  
Master of Science in Nursing, Herzing University  
Bachelor of Science in Nursing, University of North Carolina  
Bachelor of Science in Public Health, University of North Carolina

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*Nursing Faculty*

Master of Science in Nursing Education, University of Texas at Arlington  
Bachelor of Science in Nursing, Texas Womens University

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Master of Science in Nursing Education, Aspen University  
Bachelor of Science in Nursing, Texas Womens University

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Master of Science in Nursing Education, Texas Womens University  
Bachelor of Science in Nursing, Rockhurst University

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Doctor of Nursing Practice, University of Texas at Tyler  
Master of Science in Nursing Education, University of Texas at Tyler  
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Bachelor of Science in Nursing, University of Texas at Arlington

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Master of Science in Nursing, Western Governors  
Bachelor of Science in Nursing, Brigham Young University

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Master in Healthcare Administration, Louisiana State University  
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Associate of Science, Brookhaven College

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Master of Science in Nursing, Oklahoma Baptist University  
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Doctor of Philosophy in Nursing, University of Texas at Tyler  
Master of Science in Nursing Administration, Chamberlain University  
Bachelor of Science in Nursing, Chamberlain University

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Bachelor of Science in Nursing, Baylor University

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Master of Clinical Nutrition, University of Texas Southwestern Medical Center  
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Master of Science in Nursing,  
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Bachelor of Science in Nursing,  
California State University  
Bachelor of Science in Biology,  
University of California

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Master of Science in Nursing Leadership,  
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Bachelor of Science in Nursing,  
Cox College of Nursing  
Bachelor of Arts, Pittsburg State University

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Master of Science in Nursing Education,  
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Bachelor of Science in Nursing,  
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Doctorate of Chiropractic, P  
arker College of Chiropractic  
Bachelor of Science in Anatomy,  
Parker College of Chiropractic  
Bachelor of Science in Health & Wellness,  
Parker College of Chiropractic

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Master of Social Work,  
University of Michigan  
Bachelor of Social Work,  
Eastern Michigan University

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Master of Business Administration,  
Tiffin University  
Bachelor of Science in Nursing,  
University of Toledo

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Master of Arts in Teaching Math Education,  
University of Texas at Dallas  
Bachelor of Science in Mathematics,  
University of Texas at Dallas

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Master of Science in Counseling Psychology,  
Chaminade University  
Bachelor of Art in Psychology,  
University of Hawai'i at Manoa

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Doctor of Philosophy in English,  
University of North Texas  
Master of Arts in English,  
University of North Texas  
Bachelors of Arts in German,  
University of Texas at Arlington

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Bachelor of Science in Nursing,  
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Doctor of Nursing Practice,  
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Master of Science in Nursing - Family Nurse  
Practitioner, Walden University

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Master of Science in Nursing: Family Nurse  
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Associate Degree in Nursing,  
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Bachelor of Science in Nursing, Baker  
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Master of Science in Nursing,  
Wilkes University  
Associate Degree in Nursing,  
Purdue University

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Master of Science in Nursing Education,  
Oklahoma Baptist University  
Bachelor of Science in Nursing,  
Oklahoma Baptist University

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Juris Doctor, University of Pennsylvania  
Master of Science in Criminology,  
University of Pennsylvania  
Bachelor of Arts in Social Sciences,  
University of North Texas

**Dominique Williams***Gen Ed Adjunct*

Master of Public Administration,  
Grand Canyon University  
Bachelor of Science in Education,  
University of North Texas

## Falls Church Campus

### Administration

**Robert DeFinis***Executive Director of Academic Operations*

Doctor of Education, Argosy University  
Master of Education, Chestnut Hill College

**Kevin Gore***Executive Director of Enrollment Services*

Bachelor of Arts in Spanish,  
Bethune-Cookman University

**Melissa Weir, PhD, RN, CNE, CPEN, CEN***Dean of Nursing*

Doctor of Philosophy in Nursing,  
University of Northern Colorado  
Master of Science in Nursing,  
Hampton University  
Bachelor of Science in Nursing,  
Howard University

**Elizabeth Miller, DNP, RN, CCM, CMSRN***Assistant Dean of Nursing*

Doctor of Nursing Practice, George  
Washington University  
Master of Science in Nursing,  
St. Peter's University  
Bachelor of Science in Nursing,  
Bloomfield College

**Vicmar Paz Morales***Director of Financial Aid*

Project Manager Certificate,  
Georgetown University  
Bachelor of Communications,  
Marymount University

### Faculty

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Master of Science in Health Education,  
Purdue University Global  
Bachelor of Science in Nutrition Science,  
Purdue University Global

**Ambericent Cornett, MS, MPH, MBA-HCM***Gen Ed Adjunct*

Master of Business Administration in  
Healthcare Management,  
Our Lady of the Lake University  
Master of Science in Biological Sciences,  
University of Houston  
Master of Public Health, A.T. Still University  
Bachelor of Science in Biological Sciences,  
University of Houston

**Brian Davis***Gen Ed Adjunct*

Master of Science in International Relations/  
Regional Affairs, Troy University  
Master of Science in International  
Management, Troy University  
Bachelor of Science in Mathematical  
Sciences, United States Military

**Johnny Davis***Gen Ed Adjunct*

Doctor of Philosophy in Political Science,  
Howard University  
Master of Arts in International Studies,  
Old Dominion University  
Bachelor of Arts in Political Science,  
Memphis State University

**Fabiano De Souza***Gen Ed Adjunct*

Doctor of Philosophy in Biotechnology,  
Federal University of Tcantins  
Master of Science in Environmental Science,  
Federal University of Tcantins  
Bachelor of Science in Biological Sciences,  
Federal University of Tcantins

**Amber George***Gen Ed Adjunct*

Doctor of Philosophy,  
Binghamton University  
Master of Arts in Philosophy,  
Binghamton University  
Bachelor of Arts in Sociology,  
Cortland College

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Doctor of Medicine,  
Temple University School of Medicine  
Master of Science in Education,  
University of Bridgeport  
Master of Arts in Chemistry,  
Wayne State University  
Bachelor of Arts in English,  
Wayne State University

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Practitioner, Bachelor of Science in Nursing  
University of Arizona, Bachelor of Science in  
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Doctor of Medicine,  
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Master of Science in Nursing Education,  
Drexel University  
Bachelor of Science in Nursing,  
Chamberlain College of Nursing

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Master of Education in Mathematics,  
William Carey University

**Larnique Sugick***Gen Ed Adjunct*

Doctor of Health Science, Nova  
Southeastern University  
Master of Health Services Administration,  
Strayer University  
Bachelor of Science in Psychology,  
University of the District of Columbia

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Master of Science in Management/Criminal  
Justice Management Specialization,  
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Bachelor of Science in Political Science,  
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## Las Vegas Campus

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Keller Graduate School of Management  
Master in Human Resources Manager,  
Keller Graduate School of Management

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Master of Science Nursing,  
Carlow University  
Bachelor of Science Nursing,  
Youngstone State University

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Doctor of Philosophy Health Psychology,  
Northcentral University  
Master of Science Applied Psychology:  
School Counseling,  
Eastern Washington University  
Bachelor of Science: Psychology,  
Washington State University

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Master of Science in Nursing Education,  
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Bachelor of Science in Nursing,  
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Doctor of Education, University of Phoenix  
Master of Arts in Human Performance,  
Minnesota State University  
Bachelor of Science in Pre-Med,  
University of Nevada-Reno

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Bachelor in Business Administration,  
Brandman University

### Faculty

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Bachelor of Science in Nursing,  
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Master of Science in Family Nurse Practitioner,  
Charles R. Drew University  
of Medicine and Science  
Bachelor of Science in Nursing,  
Roseman University of Health Sciences  
Bachelor of Arts in History/Political Science  
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Practitioner, Chamberlain University  
Bachelor of Science in Nursing,  
De La Salle University

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Bachelor of Science in Psychology,  
Weber State University

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Cleveland Chiropractic College

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Master of Public Health in Global Health & Nutrition, Loma Linda University  
 Master of Business Administration in Health Care Administration, Loma Linda University  
 Bachelor of Science in Health Sciences, Howard University

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 Master of Science in Nursing, University of St. Francis  
 Bachelor of Science: Health Science, Touro University  
 Associate Degree in Nursing, Apollo College (Carrington)

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Doctorate of Management in Higher Education, Colorado Technical University  
 Master of Science in Health Administration, Independence University  
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Master of Science in Nursing, Grand Canyon University  
 Master of Health Administration, University of Phoenix  
 Bachelor of Science in Nursing, University of Phoenix

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 Bachelor of Science in Nursing, Creighton University  
 Bachelor of Arts in Psychology, Doane College

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 Master of Science Chemical Engineering, University of Houston  
 Bachelor of Science Chemical Engineering, University of the Philippines Los Banos

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 Bachelor of Science in Nutrition & Dietetics, University of North Dakota

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Master of Science in Health Sciences, Ohio State University  
 Bachelor of Science in Health Sciences, Ashland College

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Master of Arts in Mathematics, Holy Angel University  
 Bachelor of Arts in Secondary Education in Mathematics, Holy Angel University

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Bachelor of Science in Nursing, Cumberland University  
 Associate of Science in Nursing, Tennessee State University

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Master of Science in Nursing, University of Phoenix  
 Bachelor of Science in Nursing, Brandman University

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Education Specialist in Science Education, University of Nevada - Las Vegas  
 Master of Education in Science, University of Nevada - Las Vegas  
 Bachelor of Science in Biology, University of Nevada - Las Vegas

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Master of Science in Nursing, Indiana University  
 Bachelor of Science in Nursing, Purdue University Northwest

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Master of Science in Nursing, Grand Canyon University  
 Bachelor of Science in Nursing, Nevada State College

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 Bachelor of Arts in Psychology, Ashford University

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 Bachelor of Science in Nursing, University of St. La Salle

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Doctor of Medicine, Universidad Autonoma de Guadalajara  
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Master of Science in Nursing, University of Arkansas-Grantham  
 Bachelor of Science in Healthcare Management, Bellevue University

**Joshua Goldstein***Nursing Faculty*

Doctorate in Nursing Practice, Northern Kentucky University  
 Advanced Practice Registered Nursing Certificate, University of Southern Indiana  
 Master of Science in Nursing, Excelsior College  
 Bachelor of Science in Nursing, Excelsior College

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Master of Science in Nursing, Walden University  
 Bachelor of Science in Nursing, Wayne State University

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 Master of Science Biotechnology, West Virginia State University  
 Bachelor of Science Biology, West Virginia State University

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Master of Science in Nursing Education, Saint Joseph College  
 Bachelor of Science in Nursing, Siena Heights University  
 Associate of Applied Science in Nursing, Jackson County College

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Sierra Nevada College  
Bachelor of Arts in English Literature,  
University of Nevada-Reno

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Doctorate in Education Policy,  
Florida State University  
Master of Arts in Special Education,  
University of West Florida  
Master of Science in Education Leadership,  
Loyola Marymount University  
Master of Arts in Secondary Education &  
Curriculum, Loyola Marymount University

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Doctorate in Environmental Science,  
Jackson State University  
Master of Science in Biology,  
Jackson State University  
Bachelor of Science in Biology,  
Syracuse University

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Master of Science in Nursing Education,  
University of Phoenix  
Bachelor of Science in Nursing,  
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Master of Science in Mathematical  
& Computer Sciences,  
Colorado School of Mines  
Bachelor of Science in Chemical Engineering,  
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Masters of Science in Nursing,  
Grand Canyon University  
Bachelor of Science in Nursing,  
Grand Canyon University

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Masters Management Health Care  
Administration, Robert Morris University  
Bachelor of Science in Nursing,  
Chamberlain College of Nursing  
Bachelor of Arts, National Louis University  
Behavioral Science

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Master of Science in Nursing,  
University of Phoenix  
Bachelor of Arts in Communication,  
Cleveland State University

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Master of Science in Nursing, Florida  
National University-Main Campus  
Bachelor of Science in Nursing,  
Florida National University

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Master of Arts in Education,  
California State University-Stanislaus  
Bachelor of Arts in Liberal Studies,  
California State University-Stanislaus

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Doctor of Philosophy in Nursing,  
University of Hawaii  
Master of Science in Nursing,  
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Bachelor of Science in Nursing,  
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Bachelor of Science in Chemistry,  
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Associates in Human Resource Management,  
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Master of Science in Biochemistry,  
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University of Nevada-Las Vegas  
Bachelor of Science in Biological Sciences,  
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Bachelor of Science in Nursing,  
University of Colorado  
Bachelor of Science in Horticulture,  
Virginia Tech

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Master of Science in Exercise Physiology,  
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Bachelor of Science in Nutrition Sciences,  
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Bachelor of Science in Kinesiology & Exercise  
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Bachelor of Science in Nursing,  
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**Robin Redfern***Gen Ed Adjunct*

Master of Arts in Executive Leadership,  
Liberty University  
Doctor of Philosophy in Clinical Psychology,  
Pacifica Graduate Institute  
Master of Arts in Social Science/Psychology,  
Azusa Pacific University

**Edgar Reyes***Nursing Adjunct***Early Ritter***Nursing Adjunct*

Master of Science in Nursing,  
Walden University

**Ray Serafino***Nursing Adjunct*

Master of Science in Nursing,  
Chamberlain College of Nursing  
Bachelor of Science in Nursing,  
Chamberlain College of Nursing

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Doctor of Nursing Practice,  
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Master of Science in Nursing,  
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**Dr. John Shireman***Gen Ed Faculty*

Doctor of Chiropractic,  
Palmer College of Chiropractic  
Master of Science in Physical Education,  
Indiana State University  
Bachelor of Science in Criminology,  
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Master of Science in Nursing,  
Maryville University  
Bachelor of Science in Nursing,  
Roseman University of Health Sciences

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Bachelor of Science in Nutrition & Dietetics,  
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Master of Science in Nursing & Health  
Administration, University of Phoenix

**Cai Tao***Gen Ed Adjunct*

Master of Science in Biology,  
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Bachelor of Science in Biology,  
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Doctorate of Philosophy in Physics,  
University of Las Vegas  
Master of Science in Statistics,  
Kansas State University  
Master of Arts in Mathematics,  
University of Kansas  
Bachelor of Arts in Physics,  
University of Kansas

**Michelle Vaughn***Nursing Faculty*

Master of Business Administration,  
Grand Canyon University  
Master of Science in Nursing,  
Grand Canyon University  
Bachelor of Science in Nursing,  
Pacific Lutheran University

**Brenda Vigil***Gen Ed Faculty*

Master of Arts in English,  
Southern New Hampshire University  
Bachelor of Arts in Teaching ESL,  
Hawaii Pacific University

**Noradee Villa Serano***Nursing Faculty*

Master of Science in Nursing,  
Capella University  
Bachelor of Science in Nursing,  
Capella University  
Associate of Applied Science in Nursing,  
College of Southern Nevada

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Master of Art in International Relations,  
Salve Regina University  
Master of Social Work,  
University of Nevada, Las Vegas  
Master of Arts in Counseling Psychology,  
Vermont College  
Bachelor of Arts in Mathematical  
Economics, Connecticut College

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Doctorate in Nursing Practice,  
University of Las Vegas  
Master of Science in Nursing,  
University of Phoenix  
Bachelor of Science in Nursing,  
University of South Carolina  
Associate of Applied Science,  
University of South Carolina

**Karey Wong***Nursing Faculty*

Doctorate in Nursing Practice,  
University of Las Vegas  
Master of Science in Nursing,  
University of Phoenix  
Bachelor of Science in Nursing,  
University of South Carolina  
Associate of Applied Science,  
University of South Carolina

**Deborah Woolley***Nursing Faculty*

Master of Public Health Outcomes,  
Emory U. Rollins School of Public Health  
Master of Science in Nursing,  
University of Texas  
Bachelor of Science in Nursing,  
University of Texas

**Katie Worsdale***Nursing Adjunct*

Master of Science in Nursing,  
California State Long Beach  
Bachelor of Science in Nursing,  
Central State University

**Karen Wray***Nursing Adjunct*

Master of Science in Nursing,  
University of Kansas  
Bachelor of Science in Nursing,  
Pittsburg State University

**Dr. Sherman Yeung***Gen Ed Adjunct*

Doctor of Medicine,  
University of the Visayas

## Ontario Campus

### Administration

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Bachelor of Arts, University of Phoenix

**Rachel Choudhury, MSN, MS, RN, CNE***Dean of Nursing*

Master of Science in Nursing, Nursing  
Service Administration, Otterbein University  
Bachelor of Science in Nursing,  
University of Nevada-Las Vegas

**Dr. Tiffany Tatum***Dean of General Education*

Doctorate of Psychology,  
Phillips Graduate University  
Master of Social Work in Community  
Organization & Planning Administration,  
University of Southern California  
Bachelor of Arts in Psychology,  
California State University-Northridge

**Dr. Kathryn Cortes***Assistant Dean of Nursing*

Doctor of Nursing Practice,  
Walden University  
Master of Science in Nursing Education,  
Walden University  
Bachelor of Science in Nursing,  
Hampton University

**Catherine Hines***Director of Financial Aid*

### Faculty

**Dr. Esteban Casasola***Gen Ed Adjunct*

Doctor of Medicine, St. George's University  
Bachelor of Science in Biology,  
University of La Verne

**Dr. Harpreet Dhir***Gen Ed Adjunct*

Doctor of Education in Educational  
Leadership with Curriculum & Instruction,  
American College of Education  
Master of Education in Curriculum &  
Instruction with Design-Based Learning,  
California State Polytechnic University  
Bachelor of Arts in English,  
University of Redlands

**Dr. Raymond Diaz***Gen Ed Faculty*

Doctor of Medicine,  
University of California-Los Angeles  
Bachelor of Science in Biomedical Sciences,  
University of California-Riverside

**Sara Khair***Gen Ed Adjunct*

Master of Arts in Mathematics,  
California State University  
Bachelor of Arts in Applied Mathematics,  
California State University  
Associate of Science in Biological & Physical  
Science and Math, Citrus College

**Magdalena Lopez***Nursing Faculty*

Master of Science in Nursing Education,  
University of Phoenix  
Bachelor of Science in Nursing,  
University of Phoenix

**Dr. Courtney Ngai***Gen Ed Adjunct*

Doctor of Philosophy in Chemistry,  
University of California-Riverside  
Master of Science in Chemistry,  
University of California-Riverside  
Bachelor of Science in Pharmaceutical  
Chemistry, University of California-Davis

**Jeanne Sedivy***Nursing Faculty*

Master of Science in Nursing Education,  
Grand Canyon University  
Bachelor of Science in Nursing,  
Grand Canyon University

**Retha Stewart***Gen Ed Adjunct*

Master of Science in Criminal Justice,  
Everest University  
Bachelor of Science in Health Care  
Administration, Columbia Union College  
Associate of Science in Respiratory Therapy,  
Highland Park Community College

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Juris Doctor, Trinity Law School  
Master of Legal Studies in Human Rights,  
Trinity Law School  
Bachelor of Arts in Political Science,  
University of California Riverside  
Associate of Science in Administration of  
Justice, Riverside City College

## Phoenix Campus

### Administration

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Doctor of Philosophy in Hospitality  
Administration, Iowa State University  
Master of Health Innovation,  
Arizona State University  
Master of Business Administration,  
University of Phoenix  
Bachelor of Science in Hotel Administration,  
University of Nevada-Las Vegas

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Master of Arts in Organizational Management,  
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Bachelor of Science in Business  
Management, Northern Arizona University

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Master of Science in Nursing,  
Chamberlain University  
Bachelor of Science in Nursing,  
Chamberlain University  
Associates Degree in Nursing,  
Phoenix College

**Dr. Tracey Johnson, EdD, MA***Dean of General Education*

Doctorate in Education, Curriculum &  
Instruction, West Virginia University  
Master of Arts in English,  
West Virginia University  
Bachelor of Arts in English,  
West Virginia University

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Master of Science in Nursing,  
Regis University  
Bachelor of Science in Nursing,  
Regis University  
Associates Degree in Nursing,  
Front Range Community College

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Bachelor of Science in Business  
Management, Western Governors University

### Faculty

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Associate of Arts in General Education,  
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Associate of Science in Korean Studies,  
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Master of Education,  
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Dixie State University  
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Weber State University  
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Argosy University  
Bachelor of Science in Organizational  
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Oakland University  
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Mercy College of Detroit

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Bachelor of Arts in English Education,  
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