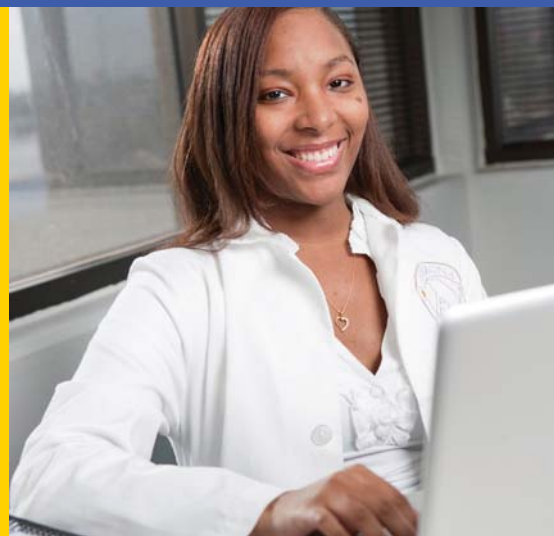




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**ADVANTAGE**



**ARIZONA COLLEGE**  
2017 Academic Catalog



### Glendale Campus

4425 West Olive, Suite 300  
Glendale, AZ 85302

602-222-9300

### Mesa Campus

163 North Dobson Road  
Mesa, AZ 85201

480-344-1200



### Las Vegas Campus

2320 South Rancho Drive  
Las Vegas, NV 89102

702-639-1975



Catalog No. 17, Volume I  
Publication & Effective:  
October 1, 2017

[www.arizonacollege.edu](http://www.arizonacollege.edu)

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Certified as true and correct in content and policy.



Signature of College Official

# PROLOGUE: THE CHALLENGE



Dear Students & Prospective Students:

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

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

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

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

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

Sincerely,

Nick Mansour  
President

# GENERAL INFORMATION



## MISSION

The mission of Arizona College is to prepare students to participate in society and the workforce as productive, responsible and engaged citizens and as educated individuals to meet the healthcare needs.

This is accomplished through our focused mission of teaching within a highly structured and disciplined educational environment.

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

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

## GOALS

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

## ACCREDITATIONS

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

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

## APPROVALS, LICENSURES, AND MEMBERSHIPS

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

- Arizona Board for Private Postsecondary Education
- Nevada Commission on Postsecondary Education
- Arizona, Nevada

- Career Education Colleges and Universities
- Arizona Private School Association

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

## COLLEGE HISTORY

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

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

## THE CAMPUSES

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

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

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

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

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

## HOURS OF OPERATION

Monday – Thursday 7:30 am – 11:30 pm; Friday 7:30 am – 5:00 pm  
Saturday 9:00 am – 1:00 pm

START DATE	MEDICAL ASSISTING HEALTH CARE ADMINISTRATION HEALTH INFORMATION SPECIALIST COMPLETION DATE	PHARMACY TECHNICIAN COMPLETION DATE	MASSAGE THERAPY COMPLETION DATE	DENTAL ASSISTANT COMPLETION DATE
01/16/17	08/11/17	09/08/17	09/15/17	10/06/17
02/20/17	09/15/17	10/13/17	10/20/17	11/10/17
03/27/17	10/20/17	11/17/17	11/24/17	12/15/17
05/01/17	11/24/17	12/22/17	01/05/18	01/19/18
06/05/17	01/05/18	02/02/18	02/09/18	03/02/18
07/10/17	02/09/18	03/16/18	03/23/18	04/06/18
08/14/17	03/23/18	04/20/18	04/27/18	05/18/18
09/18/17	04/27/18	05/25/18	06/08/18	06/22/18
10/23/17	06/08/18	07/06/18	07/13/18	08/03/18
11/27/17	07/13/18	08/10/18	08/17/18	09/07/18

## 2017 HOLIDAYS

January 2	New Year's Day
January 16	Martin Luther King Day
February 20	President's Day
May 29	Memorial Day
July 4	Independence Day
September 4	Labor Day
October 9	Columbus Day
November 11	Veteran's Day
November 23-24	Thanksgiving Day (2 days)
December 25-29	Allied Health Winter Break
December 31	New Year's Eve (for evening classes)

## ARIZONA COLLEGE BACCALAUREATE PRE-LICENSURE NURSING (BSN) PROGRAM\* ACADEMIC CALENDAR FOR THE NURSING MAJOR 2017

### SPRING SEMESTER 2017

January 2 – February 26	Session #1
February 27 – April 23	Session #2

### SUMMER SEMESTER 2017

May 1 – June 25	Session #1
June 26 – August 20	Session #2

### FALL SEMESTER 2017

August 28 – October 22	Session #1
October 23 – December 17	Session #2

*\*Nursing program is offered only at the Mesa and Nevada Campuses.*

# PROGRAMS

## ALLIED HEALTH PROGRAMS OF STUDY

# DENTAL ASSISTANT

*Dental Assistant program is not offered  
at the Nevada Campus.*



### NATURE OF THE WORK

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

### OBJECTIVE

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

### EQUIPMENT

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

### PREREQUISITES

There are no prerequisite classes for this program.

### PROGRAM DELIVERY

Residential



DENTAL ASSISTANT

SCHEDULE OF COURSES

Diploma Courses	Contact	Lec/Lab	Credits	
<b>DENTAL THEORY</b>				
DENT 121	Anatomy and Physiology	40	40/00	4
DENT 122	Infection Control and Medical Emergencies	40	40/00	4
DENT 123	Dental Basics	40	40/00	4
DENT 124	Chairside Assisting	40	40/00	4
DENT 125	Radiology	40	40/00	4
DENT 126	Restorative Dentistry	40	40/00	4
DENT 127	Oral Health	40	40/00	4
DENT 128	Dental Specialties	40	40/00	4
<b>DENTAL CLINICAL PROCEDURES</b>				
DCP 102	Infection Control and Medical Emergencies Lab	40	00/40	2
DCP 104	Chairside Assisting Lab	40	00/40	2
DCP 105	Radiology Lab	40	00/40	2
DCP 106	Restorative Dentistry Lab	40	00/40	2
DCP 107	Oral Health Lab	40	00/40	2
DCP 108	Dental Specialties Lab	40	00/40	2
<b>DENTAL ADMINISTRATIVE PROCEDURES</b>				
DAP 111	Dental Office Communications	40	20/20	3
DAP 113	Patient and Records Management	40	20/20	3
DAP 114	Practice Management	40	20/20	3
<b>PROFESSIONAL STUDIES</b>				
ADM-D 101	Career Development	40	20/20	3
<b>EXTERNSHIP</b>				
EXT 300	Dental Assistant Externship	300	00/00	10
<b>TOTALS</b>		<b>1020</b>	<b>400/320</b>	<b>66</b>

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

# ALLIED HEALTH PROGRAMS OF STUDY HEALTH CARE ADMINISTRATION



## NATURE OF THE WORK

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

## OBJECTIVE

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

## EQUIPMENT

Computers with Microsoft Office installed

## PREREQUISITES

To enroll in the program, students must have completed 40 credits with a grade of "C" or better (18 credits in Health Care Related Courses)

## PROGRAM DELIVERY

Residential

## HEALTH CARE ADMINISTRATION

## SCHEDULE OF COURSES

Courses	Contact	Lec/Lab	Credits	
<b>TRANSFER OF CREDIT</b>				
	Transfer of Credit		40	
<b>OCCUPATIONAL COURSES</b>				
HCA 220	Effective Leadership	34	34/00	3
COM 200	Microsoft Office Suite	34	17/17	2.5
INF 101	Health Care Informatics	34	17/17	2.5
MGT 201	Principles of Management	34	34/00	3
MGT 203	Human Resource Management	34	34/00	3
MGT 207	Managing the Medical Office	34	34/00	3
NTR 241	Human Nutrition	34	34/00	3
LAW 101	Legal Aspects of Healthcare	34	34/00	3
ACC 111	Healthcare Finance	34	34/00	3
<b>GENERAL EDUCATION COURSES</b>				
ENG 101	First Year English	34	34/00	3
ENG 102	First Year Composition	34	34/00	3
MTM 151	College Math	34	34/00	3
PSY 101	Human Psychology	34	34/00	3
PSY 240	Human Development	34	34/00	3
HC GEN 109	Current Events/Civics	34	34/00	3
SOC 101	Sociology	34	34/00	3
TQM 101	Quality Customer Service	34	34/00	3
SPE 101	Speech Communications	34	34/00	3
<b>TOTALS</b>		<b>812</b>	<b>301/311</b>	<b>93</b>

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

## ALLIED HEALTH PROGRAMS OF STUDY

# HEALTH INFORMATION SPECIALIST

*Health Information Specialist program  
is not offered at the Nevada Campus.*



### NATURE OF THE WORK

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

### OBJECTIVE

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

### EQUIPMENT

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

### PREREQUISITES

There are no prerequisite classes for this program.

### PROGRAM DELIVERY

Residential

## HEALTH INFORMATION SPECIALIST

## SCHEDULE OF COURSES

Diploma Courses	Contact	Lec/Lab	Credits	
<b>HEALTH INFORMATION</b>				
HIS 105	Medical Coding – CPT/HCPCS	34	00/34	1.5
HIS 107	Medical Coding – ICD-9 /CM	34	00/34	1.5
HIS 114	Health Insurance Management	34	17/17	2.5
HIT 207	Health Law Concepts and Compliance	34	34/00	3
HIS 121	Introduction to Health Information Technology	34	17/17	2.5
HIS 122	Healthcare Delivery Systems	34	34/00	3
HIS 123	Healthcare Reimbursement Issues	34	17/17	2.5
HIS 124	Medical Records and Documentation	34	17/17	2.5
<b>MEDICAL ADMINISTRATIVE PROCEDURES</b>				
MAP 118	Electronic Medical Records	34	17/17	2.5
MAP 208	Computerized Office Management- <i>Medisoft Advanced</i>	34	17/17	2.5
<b>COMPUTER COURSES</b>				
COM 108	Microcomputer Concepts and Keyboarding	34	17/17	2.5
<b>HEALTHCARE FUNDAMENTALS AND PROFESSIONAL STUDIES</b>				
BIO 126	The Body as a Whole	34	34/00	3
BIO 127	The Body's Circulation & Defense	34	34/00	3
MTP 118	Medical Terminology & Pharmacology	34	34/00	3
ADM 101	Career Development	34	17/17	2.5
<b>EXTERNSHIP</b>				
EXT 200	Health Information Specialist Externship	200	0	6.5
<b>TOTALS</b>		<b>710</b>	<b>323/187</b>	<b>44.5</b>

The Health Information Specialist programs consist of three (3) terms of ten (10) weeks each. Each term is divided into two (2) five-week sessions. Externship is five (5) weeks. The entire program is approximately 30 weeks.

## ALLIED HEALTH PROGRAMS OF STUDY

# MASSAGE THERAPY

*Massage Therapy program is not offered  
at the Nevada Campus.*



### NATURE OF THE WORK

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

### OBJECTIVE

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

### EQUIPMENT

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

### CERTIFICATION/LICENSING

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

### PREREQUISITES

There are no prerequisite classes for this program.

### PROGRAM DELIVERY

Residential

**MASSAGE THERAPY**

**SCHEDULE OF COURSES**

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

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

# ALLIED HEALTH PROGRAMS OF STUDY

## PHARMACY TECHNICIAN

*Pharmacy Technician program is not offered  
at the Nevada Campus.*



### NATURE OF THE WORK

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

### OBJECTIVE

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

### EQUIPMENT

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

### PREREQUISITES

There are no prerequisite classes for this program.

### PROGRAM DELIVERY

Residential



PHARMACY TECHNICIAN

SCHEDULE OF COURSES

Diploma Courses		Contact	Lec/Lab	Credits
<b>PHARMACOLOGY COURSES</b>				
PHM 111	Pharmacology: Cardiovascular & Renal	40	40/00	4
PHM 112	Pharmacology: Musculoskeletal, Immune & Anti-Infectives	40	40/00	4
PHM 113	Pharmacology: Digestive & Respiratory	40	40/00	4
PHM 114	Pharmacology: Nervous, Ear & Eye	40	40/00	4
PHM 115	Pharmacology: Integumentary, Endocrine & Reproductive	40	40/00	4
PHM 116	OTC, Herbals, Vitamins & Supplements	40	40/00	4
PHM 121	Sterile Preparations: IV Basics	40	00/40	2
PHM 122	Sterile Preparations: TPN & Chemotherapy	40	00/40	2
PHM 123	Sterile Preparations: Special Therapies	40	00/40	2
PHM 131	Law, Ethics & Professionalism	40	20/20	3
PHM 132	Pharmacodynamics & Medical Terminology	40	40/00	4
PHM 133	Pharmacy Calculations	40	40/00	4
PHM 141	Computer Concepts	40	00/40	2
PHM 142	Data Entry Systems & Third-Party Billing	40	00/40	2
PHM 151	Retail Pharmacy Systems	40	20/20	3
PHM 152	Inventory Systems & Non-Sterile Compounding	40	20/20	3
PHM 153	Hospital Pharmacy Systems	40	20/20	3
PHM 154	Technology & Special Topics	40	20/20	3
EXT 160	Externship	160	0	5
<b>TOTALS</b>		<b>880</b>	<b>420/300</b>	<b>62</b>

The Pharmacy Technician program consists of three (3) terms of ten (10) weeks each. Each term is divided into two (2) five-week sessions. Externship is four (4) weeks. The entire program is approximately 34 weeks.

## ALLIED HEALTH PROGRAMS OF STUDY

# MEDICAL ASSISTANT WITH PHLEBOTOMY

*Medical Assistant with Phlebotomy program  
is not offered at the Nevada Campus.*



## NATURE OF THE WORK

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

## OBJECTIVE

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

## EQUIPMENT

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

## PREREQUISITES

There are no prerequisite classes for this program.

## PROGRAM DELIVERY

Residential

## MEDICAL ASSISTANT WITH PHLEBOTOMY

## SCHEDULE OF COURSES

Diploma Courses	Contact	Lec/Lab	Credits	
<b>CLINICAL LABORATORY SCIENCES</b>				
CLS 103	Emergency and Primary Care	34	10/24	2
CLS 107	Patient Diagnostics	34	17/17	2.5
CLS 111	Therapeutic Procedures	34	10/24	2
CLS 113	Medical Asepsis and Minor Surgery	34	10/24	2
CLS 115	Clinical Laboratory	34	10/24	2
CLS 117	Venipuncture Pre-examination Variables	34	10/24	2
CLS 119	Venipuncture Troubleshooting	34	10/24	2
<b>MEDICAL ADMINISTRATIVE PROCEDURES</b>				
MAP 114	Medical Insurance	34	17/17	2.5
<b>COMPUTER COURSES</b>				
COM 108	Microcomputer Concepts and Keyboarding	34	17/17	2.5
MAP 118	Electronic Medical Records	34	17/17	2.5
<b>HEALTHCARE FUNDAMENTAL AND PROFESSIONAL STUDIES</b>				
ADM 101	Career Development	34	17/17	2.5
ADM 107	Medical Administrative Practices	34	24/10	2.5
BIO 126	The Body as a Whole	34	34/00	3
BIO 127	The Body's Circulation & Defense	34	34/00	3
MTP 118	Medical Terminology & Pharmacology	34	34/00	3
<b>EXTERNSHIP</b>				
EXT 200	Medical Assisting Externship	200	0	6.5
<b>TOTALS</b>		<b>710</b>	<b>271/239</b>	<b>42.5</b>

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

The Medical Assistant with Phlebotomy program consists of three (3) terms of ten (10) weeks each. Each term is divided into two (2) sessions. Each session consists of five (5) weeks. Externship is five (5) weeks. The entire program is approximately 30 weeks.

## ALLIED HEALTH COURSE DESCRIPTIONS

### ACC 111 HEALTHCARE FINANCE 3 Credits

This course concentrates on the practical aspects of medical bookkeeping. Students will study such concepts as daily record keeping, fee schedules, super-bills, journalizing, banking for the medical office, check writing, banking procedures, financial statements, and payroll.

*Prerequisite: None*

### ADM-D 101 CAREER DEVELOPMENT 2.5 Credits

This course guides students through the employment process by learning to complete applications, prepare cover letters, and write effective resumes and follow-up letters. Other topics include interview skills, networking, continuing education, resigning a position, career advancement, and a general orientation to the ever-changing dynamics of the healthcare delivery system.

*Prerequisite: None*

### ADM-D 101 CAREER DEVELOPMENT 3 Credits

This course guides students through the employment process by learning to complete applications, prepare cover letters, and write effective resumes and follow-up letters. Other topics include interview skills, networking, continuing education, resigning a position, career advancement, and a general orientation to the ever-changing dynamics of the healthcare delivery system.

*Prerequisite: None*

### ADM 107 MEDICAL ADMINISTRATIVE PRACTICES 2.5 Credits

This course will introduce students to the fundamentals of administrative medical assisting including professional telephone techniques, patient appointment scheduling, written communication, electronic applications and quality customer service. Students will explore an overview of medical law and ethics of the healthcare profession.

*Prerequisite: None*

### BIO 126 THE BODY AS A WHOLE 3 Credits

Coordination and regulation of the body systems are discussed in this course. Students learn how the nervous system and the endocrine system work together to control the functions of the body. Cellular reproduction, body systems and directional terms are addressed.

*Prerequisite: None*

### BIO 127 THE BODY'S CIRCULATION AND DEFENSE 3 Credits

In this course students will examine the structure, function and conduction of the heart and the pathway of circulation. Students will also explore the physiology of respiration, which includes the structures and disorders of the respiratory systems and treatment options. Included in the course are blood composition, typing and disorders. The course also examines the lymphatic system to include the organs and their functions and discusses immunity.

*Prerequisite: None*

### CLS 103 EMERGENCY AND PRIMARY CARE 2 Credits

Principles of effective communication skills used in patient education and health history documentation are discussed. The students learn to assist with various types of routine medical examinations and to record the patient's physical measurements and vital signs.

*Prerequisite: None*

### CLS 107 PATIENT DIAGNOSTICS 2 Credits

Provides the theory of electrocardiography, including the QRS complex, P&T waves, and the electrical impulse system. Basic procedures include 12 lead ECG placement, and machine operation. Holter monitoring and mounting of ECG's recognition of artifacts and cardiac emergencies will be addressed. Introduction to pulmonary function tests and spirometry practice included.

*Prerequisite: None*

### CLS 111 THERAPEUTIC PROCEDURES 2 Credits

The course covers a basic knowledge of pharmacology, the study of drugs and their usage. Students will focus on dose calculations, drug abbreviations, drug actions, and usage of the drug reference manuals. Students will also learn practical applications of various injections techniques and medication administration and documentation.

*Prerequisite: None*

### CLS 113 MEDICAL ASEPSIS AND MINOR SURGERY 2 Credits

This course focuses on medical and surgical asepsis used in ambulatory care settings. OSHA standards required in the performance of infection control and personal safety are also discussed. Students will identify surgical instruments and sterile techniques required while assisting in minor office surgery. An overview of dermatology and wound care will be discussed. Microbiological testing including culture and sensitivity will be presented.

*Prerequisite: None*

## ALLIED HEALTH COURSE DESCRIPTIONS

### CLS 115 CLINICAL LABORATORY 2 Credits

This course discusses the concepts related to the practice of phlebotomy. Students will learn medical terminology, including prefixes, suffixes, word roots, abbreviations and symbols. Basic diagnostic and laboratory tests associated with phlebotomy venipuncture procedures, which includes the discussion of the process and steps, equipment, venipuncture sites, collection tubes and routine blood test and cultures will be taught. Students will learn the anatomy and physiology of the circulatory system and become familiar with the disorders and diagnostic tests of the circulatory system.

*Prerequisite: None*

### CLS 117 VENIPUNCTURE PRE-EXAMINATION VARIABLES 2 Credits

This course discusses the practice of phlebotomy and venipuncture pre-examination variables. Students will also learn the organizations and agencies that support quality assurance in a healthcare setting. Concepts and skills related to venipuncture procedures are taught including a review of human anatomy and physiology. This course will also cover special procedures involving non-blood specimens and tests.

*Prerequisite: None*

### CLS 119 VENIPUNCTURE TROUBLESHOOTING 2 Credits

This course discusses the concepts related to the practice of phlebotomy. Students will learn medical terminology to include key terms and abbreviations. They will also learn concepts and skills related to special collection procedures which include pediatric and elderly collection procedures, as well as arterial and intravenous collections. Point-of-care testing principles applications will also be taught.

*Prerequisite: None*

### COM 108 MICROCOMPUTER CONCEPTS AND KEYBOARDING 2.5 Credits

This course provides a microcomputer orientation with an overview of computer information systems. It introduces computer hardware, software, and information systems. Students will learn Windows as well as Microsoft Office 2007, Word and Excel. Finally, this course also helps students build basic typing skills as well as develop speed and accuracy while typing.

*Prerequisite: None*

### COM 200 MICROSOFT OFFICE SUITE 2.5 Credits

Students will gain experience using Microsoft Office Systems including Word, Excel, PowerPoint, and Access. Report Generation, database storage, and online software will be utilized.

### DAP 111 DENTAL OFFICE COMMUNICATIONS 3 Credits

A practical introduction to Microsoft Word, Dentrix software applications, conflict skills, dental healthcare team communications, telephone techniques, and written correspondence.

*Prerequisites: DENT 121, DENT 122, DENT 123, DENT 124, DCP 102, DCP 104*

### DAP 113 PATIENT AND RECORDS MANAGEMENT 3 Credits

This course provides an overview of dental ethics and jurisprudence, records filing and management, patient relations, appointment scheduling techniques, credit and collections and recall methods.

*Prerequisites: DENT 121, DENT 122, DENT 123, DENT 124, DCP 102, DCP 104*

### DAP 114 DENTAL OFFICE MANAGEMENT 3 Credits

This course focuses on inventory management, financial arrangements, accounts payable and receivable, Dentrix software applications and insurance.

*Prerequisites: DENT 121, DENT 122, DENT 123, DENT 124, DCP 102, DCP 104*

### DCP 102 INFECTON CONTROL AND MEDICAL EMERGENCIES LABORATORY 2 Credits

Students learn infection control measures, proper hand washing technique, treatment room set-up, and patient positioning. Also presented are medical histories, vital signs, oral examinations, OSHA incident reports and the MSDS manual.

*Prerequisite: None*

*Co-requisite: DENT 122*

### DCP 104 CHAIRSIDE ASSISTING LABORATORY 2 Credits

Students are introduced to chairside assisting including instrument transfer and identification, tray set-ups, anesthesia and sedation, oral evacuation, moisture control and dental charting.

*Prerequisite: None*

*Co-requisites: DENT 123, DENT 124*

### DCP 105 RADIOLOGY LABORATORY 2 Credits

Students learn the use of radiation safety equipment through exposing, processing, and mounting intraoral x-ray films (including digital films) during practical exercises. Angle techniques, identifying radiographic landmarks, and troubleshooting common errors are also presented.

*Prerequisites: DENT 121, DENT 122, DENT 123, DENT 124, DCP 102, DCP 104*

*Co-requisite: DENT 125*

## ALLIED HEALTH COURSE DESCRIPTIONS

### DCP 106 RESTORATIVE DENTISTRY LABORATORY 2 Credits

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

*Prerequisites:* DENT 121, DENT 122, DENT 123, DENT 124, DCP 102, DCP 104  
*Co-requisite:* DENT 126

### DCP 107 ORAL HEALTH LABORATORY 2 Credits

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

*Prerequisites:* DENT 121, DENT 122, DENT 123, DENT 124, DCP 102, DCP 104  
*Co-requisite:* DENT 127

### DCP 108 DENTAL SPECIALTIES LABORATORY 2 Credits

This course teaches suture removal, simple extraction procedure, complicated extraction tray set-up, post-op care, oral surgery instrument identification, endodontic instrument identification, orthodontic instrument identification, rubber dam placement, lab equipment use, and impressions and models.

*Prerequisites:* DENT 121, DENT 122, DENT 123, DENT 124, DCP 102, DCP 104  
*Co-requisite:* DENT 128

### DENT 121 ANATOMY AND PHYSIOLOGY 4 Credits

This course examines the terminology and function of body systems, with a concentration on head and neck anatomy.

*Prerequisite:* None

### DENT 122 INFECTION CONTROL AND MEDICAL EMERGENCIES 4 Credits

This course is an overview of infection control measures, microbiology, management of hazardous materials, vital signs and medical emergencies.

*Prerequisite:* None  
*Co-requisite:* DCP 102

### DENT 123 DENTAL BASICS 4 Credits

This course covers an orientation to the dental office, embryology, histology, morphology, dental terminology and pharmacology.

*Prerequisite:* None

### DENT 124 CHAIRSIDE ASSISTING 4 Credits

This course is an introduction to the dental office and chairside dentistry, including dental terminology, instrument identification and transfer, dental charting, and anesthesia and sedation.

*Prerequisite:* None  
*Co-requisite:* DCP 104

### DENT 125 DENTAL RADIOLOGY 4 Credits

This course covers the history of radiography, safety considerations, biology and physiology aspects, exposure, processing, mounting and storage of x-rays. Digital x-ray theory is discussed.

*Prerequisites:* DENT 121, DENT 122, DENT 123, DENT 124, DCP 102, DCP 104  
*Co-requisite:* DCP 105

### DENT 126 RESTORATIVE DENTISTRY 4 Credits

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

*Prerequisites:* DENT 121, DENT 122, DENT 123, DENT 124, DCP 102, DCP 104  
*Co-requisite:* DCP 106

### DENT 127 ORAL HEALTH 4 Credits

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

*Prerequisites:* DENT 121, DENT 122, DENT 123, DENT 124, DCP 102, DCP 104  
*Co-requisite:* DCP 107

### DENT 128 DENTAL SPECIALTIES 4 Credits

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

*Prerequisites:* DENT 121, DENT 122, DENT 123, DENT 124, DCP 102, DCP 104  
*Co-requisite:* DCP 108

### ECO 101 HEALTH CARE ECONOMICS 3 Credits

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

*Prerequisite:* None

## ALLIED HEALTH COURSE DESCRIPTIONS

### ENG 101 COLLEGE ENGLISH 3 Credits

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

*Prerequisite: None*

### ENG 111 FIRST YEAR COMPOSITION 3 Credits

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

*Prerequisite: None*

### EXT 200 EXTERNSHIP 6.5 Credits

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

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

### EXT 300 DENTAL ASSISTANT EXTERNSHIP 10 Credits

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

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

### EXT 160 PHARMACY TECHNICIAN EXTERNSHIP 5 Credits

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

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

### HCA 220 EFFECTIVE LEADERSHIP 3 Credits

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

*Prerequisite: None*

### HIS 105 MEDICAL CODING – CPT/HCPCS 1.5 Credits

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

*Prerequisite: None*

### HIS 107 MEDICAL CODING – ICD-9/CM 1.5 Credits

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

*Prerequisite: None*

### HIS 111 COMPUTERIZED PRACTICE MGMT – Medical Manager 1.5 Credits

*The Medical Manager* course will familiarize the student with computerized account management and help develop the confidence and skills necessary to become a successful user of medical account management software. The extensive practice exercises will solidify skill foundations which a student can apply to common patient account management software programs.

*Prerequisite: None*

### HIS 114 HEALTH INSURANCE MANAGEMENT 2.5 Credits

This is a course designed to introduce the fundamentals of a Health Insurance Specialist's role in the medical profession. Laws and regulations will be explored as well as becoming familiarized with insurance terminology and the basics of coding for reimbursement to third party payers.

*Prerequisite: None*

### LAW 101 LEGAL ASPECTS OF HEALTHCARE 3 Credits

This course addresses legal issues pertinent to the practice of health information management. Prime concentrations are medico-legal issues, confidential and non-confidential health information, and legal principals governing access to confidential health information. Identification of major resources for locating information on law, rules, regulations, and standards related to health information is presented.

*Prerequisite: None*

## ALLIED HEALTH COURSE DESCRIPTIONS

### HIS 121 INTRODUCTION TO HEALTH INFORMATION TECHNOLOGY 2.5 Credits

This course presents the importance of quality in the delivery of healthcare, describing various methods of evaluating and improving the quality of care rendered in today's healthcare systems. The core focus is the crucial role of the Health Information Specialist in the quality assessment process.

*Prerequisite: None*

### HIS 122 HEALTH CARE DELIVERY SYSTEMS 3 Credits

This course will introduce students to the history of the American Healthcare system, to the overall concepts of organization, standards for accreditation and licensure, government regulations in health care, methods of reimbursement, and legal aspect issues and professional ethics.

*Prerequisite: None*

### HIS 123 HEALTHCARE REIMBURSEMENT ISSUES 2.5 Credits

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

*Prerequisite: None*

### HIS 124 MEDICAL RECORDS AND DOCUMENTATION 2.5 Credits

This course is directed toward assisting students as they enter the health information field in understanding the differences between paper and electronic medical records and the documentation processes under HIPAA compliance.

*Prerequisite: None*

### HIT 205 MASTERING CODING 2.5 Credits

This course focuses on physician and outpatient coding for medical visits, diagnostic testing and interpretation, surgeries, anesthesia, and all physician treatments and services. Patient cases, some with multiple records or reports, will require students to differentiate between coding a particular diagnosis or procedure based on a visit to a doctor's office versus an outpatient procedure at a hospital or similar facility.

*Prerequisite: None*

### HIT 207 HEALTH LAW CONCEPTS AND COMPLIANCE 3 Credits

This course is directed toward assisting students as they enter the health information field with help in understanding the legal principles that govern this particular area of health care. There will be a strong emphasis placed on compliance issues concerning HIPAA, OSHA, fraud, and abuse violations.

*Prerequisite: None*

### HIS 115 HEALTH INSURANCE CLAIMS 2.5 Credits

This course is a practical application course in which various insurance plans such as group insurance, third party plans, Medicare and Workers Compensation are explored. Students will be involved in the coding and Completion of the standardized CMS-1500 claim form.

*Prerequisite: None*

### INF 101 HEALTH CARE INFORMATICS 3 Credits

Introduction to Health care Informatics offers an overview of the field of health care informatics by providing students with the fundamental knowledge of the concepts and how technology can be used in the delivery of health care. This course will introduce health Informatics definitions, theory, technologies, workflow and expectations in the informatics field, tools, and professional organizations.

*Prerequisite: None*

### MAP 114 MEDICAL INSURANCE 2.5 Credits

This is a practical application course in which various insurance plans such as group insurance, third party policies, Medicare, and Workers Compensation are explored. Students will be involved in the completion of various patient information and claim form requirements. They will be familiarized with insurance terminology and the preparation beforehand of computer generated forms.

*Prerequisite: None*

### MAP 118 ELECTRONIC MEDICAL RECORDS 2.5 Credits

This course will introduce students to electronic medical records utilizing the software program OPTUM. Students will complete patient case studies which cover administrative and clinical tasks. The case studies require students to enter various types of data including patient demographics, medical history, clinical findings and insurance billing information.

*Prerequisite: None*



## ALLIED HEALTH COURSE DESCRIPTIONS

### MAP 208 COMPUTERIZED OFFICE MANAGEMENT – Medisoft Advanced 2.5 Credits

This course focuses on the use of patient accounting software applications which are commonly used with electronic processes performed in the medical office. The student will perform the necessary steps of entering demographics, insurance information, posting charges and payments, as well as reporting and the filing of claims electronically.

*Prerequisite: None*

### MGT 201 PRINCIPLES OF MANAGEMENT 3 Credits

This course is designed to increase an awareness into the concepts in management which consist of organizing, planning, delegating, and staffing. Students will utilize and develop critical thinking skills as they apply these introduced concepts to own their own life experiences as well as future employment.

*Prerequisite: None*

### MGT 203 HUMAN RESOURCE MANAGEMENT 3 Credits

This course is an introduction to the roles and responsibilities of healthcare human resource management and the importance of the department within the organization. Students will learn the tools needed for effective personnel management. Students will be introduced to motivational techniques, performance appraisals, counseling, termination process, and aspects of employment law.

*Prerequisite: None*

### MGT 207 MANAGING THE MEDICAL OFFICE 3 Credits

This course is designed to utilize all aspects of managerial concepts by simulating situations that the medical practice manager may routinely encounter. Students will take on the role of a Practice Manager with responsibilities including employee relations, maintaining office and medical supplies, and safety issues, while maintaining a profitable, patient-centered medical practice.

*Prerequisite: None*

### MTA 105 ANATOMY AND PHYSIOLOGY 40 Clock Hours

In this course students will get an overview of the body systems, orientation of the body, along with anatomical and medical terminology. The chemistry, cells, tissues and organization of the body will be understood in relation to the physiological effects of massage therapy.

*Prerequisite: None*

### MTA 130 CIRCULATION AND BODY DEFENSE 40 Clock Hours

Anatomy, physiology, and pathology of the circulatory, lymphatic, integumentary and immune systems are studied; these systems work together to create the body's defense system.

*Prerequisite: None*

### MTA 135 BODILY COMMUNICATION AND CONTROL 40 Clock Hours

Our master center of communication, the nervous system, works in concert with the endocrine system, our hormonal regulator. This course shows the relationship between the two systems and how their interrelatedness controls all physiological processes in the body.

*Prerequisite: None*

### MTA 150 BUSINESS AND COMMUNICATION 40 Clock Hours

This course will prepare students for the expectations of professional conduct in business and marketing strategies. Students will understand the therapeutic relationship and explore their options as an employee, independent contractor or starting a private practice. HIPAA standards, ethics and law, sanitation, hygiene, and OSHA safety guidelines are covered. We address the professional ethics, communication skills, and legal structure that students will use in the professional massage world. They will compose their resume, cover letter, and learn how to interview successfully.

*Prerequisite: None*

### MTA 160 METABOLIC PROCESSES, ELIMINATION AND REPRODUCTION 40 Clock Hours

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

*Prerequisite: None*

### MTM 125 MASSAGE FOR SPECIAL POPULATIONS 40 Clock Hours

Students will practice and demonstrate specialized massage techniques for mother and infant, people with disabilities, older adults, and end-of-life care. Emphasis will include how to assist clients in need and perform massage in a side-lying position.

*Prerequisite: None*

## ALLIED HEALTH COURSE DESCRIPTIONS

### MTM 151 COLLEGE MATH 40 Clock Hours

This course will include analysis and interpretation of the behavior and nature of functions including polynomial, rational, exponential, logarithmic, power, absolute value, and piecewise-defined functions, systems of equations, modeling, and solving real world problems.

*Prerequisite: None*

### MTM 155 SWEDISH MASSAGE 40 Clock Hours

Students will learn how to create a comfortable environment and practice designing a full body Swedish massage. Emphasis will be given to cautions, contraindications, and foundation skills for massage: including confident draping, body mechanics, self-care, and confidence in opening and closing a massage treatment session.

*Prerequisite: None*

### MTM 185 EASTERN AND ENERGETIC APPROACHES 40 Clock Hours

Holistic medicine and natural wellness will be taught, including personal efforts to achieve balance of physical, mental, emotional, social and spiritual aspects of health. The student will learn how to use adjunctive modalities from eastern and energetic origins.

*Prerequisite: None*

### MTM 195 CLIENT CARE IN MASSAGE THERAPY 40 Clock Hours

In this course students will learn how to tailor their massage to a client's needs and goals. Understanding the documentation process for a wellness massage in assessment, treatment and planning for the greatest care of the client.

*Prerequisite: None*

### MTM 200 CLINICAL PRACTICUM 30 Clock Hours

A supervised clinic consists of 30 hours and is taken to prepare for the professional environment. The clinical internship is designed to provide a forum for students to learn how all the classroom material fits together. The clinical practice are unpaid hours to polish your practical skills.

*Prerequisite: None*

### MTM 210 SPA TECHNIQUES 40 Clock Hours

In this course students will learn corporate chair massage and how to use it as a marketing tool and explore their options as an employee, independent contractor or starting a private practice. Students will compose their resume and cover letter, and learn how to interview successfully. Hot stone massage, reflexology and essential oils will be practiced to prepare students for the spa environment.

*Prerequisite: None*

### MTM 215 SPORTS AND INJURY MASSAGE 40 Clock Hours

In Sports Massage and Hydrotherapy students will learn how the muscles work together to achieve complex movement (kinesiology) and how the use of hydrotherapy treatments as they relate to massage therapy. Emphasis is on the neuromuscular physiology of stretching, normal range of motion, common injuries of athletes and how to treat injuries of an acute, sub-acute or chronic nature in a pre-event, post-event or restorative environment.

*Prerequisite: None*

### MTM 230 MUSCULAR SYSTEM: SPINE AND THORAX 40 Clock Hours

Anatomy, physiology and pathology of the head, spine and thorax will be taught. The students will learn specific skeletal origin and insertion, as well as the action of facial, cranial, spinal and rib cage muscles. Additionally, students will gain understanding of scoliotic postural compensation, injuries and trigger point patterns that sometimes cause headaches and back pain.

*Prerequisite: None*

### MTM 240 SPINE AND THORAX PALPATIONS 40 Clock Hours

The students will practice specific muscular palpation on all muscles, injuries and trigger points covered in lecture by using myofascial, deep tissue, and neuromuscular approaches. Emphasis will be clinical reasoning skills for spinal muscular conditions and postural imbalance.

*Prerequisite: None*

### MTM 250 PAIN SOLUTIONS IN MASSAGE THERAPY 40 Clock Hours

This course gives students an understanding of the assessment, treatment planning and documentation required for clients with chronic pain conditions and ongoing pathologies. Musculoskeletal injuries and understanding pain will be emphasized.

*Prerequisite: None*

## ALLIED HEALTH COURSE DESCRIPTIONS

### MTM 260 MUSCULAR SYSTEM: LOWER BODY 40 Clock Hours

Anatomy, physiology and pathology of the pelvic girdle and lower extremities will be taught. The students will learn specific skeletal origin and insertion, as well as the action of lower body muscles. Additionally, students will gain an understanding of common postural compensation, injuries and trigger point patterns.

*Prerequisite: None*

### MTM 270 LOWER BODY PALPATIONS 40 Clock Hours

The students will practice specific muscular palpation on all muscles, injuries and trigger points covered in lecture by using myofascial, deep tissue, and neuromuscular approaches. Emphasis will be clinical reasoning skills for lower body muscular conditions and postural imbalance.

*Prerequisite: None*

### MTM 280 MUSCULAR SYSTEM: UPPER BODY 40 Clock Hours

Anatomy, physiology and pathology of the shoulder girdle and upper extremities will be taught. The students will learn specific skeletal origin and insertion, as well as the action of upper body muscles. Additionally, students will gain understanding of common postural compensation, injuries and trigger point patterns.

*Prerequisite: None*

### MTM 290 UPPER BODY PALPATIONS 40 Clock Hours

The students will practice specific muscular palpation on all muscles, injuries and trigger points covered in lecture by using myofascial, deep tissue, and neuromuscular approaches. Emphasis will be clinical reasoning skills for upper body muscular conditions and postural imbalance.

*Prerequisite: None*

### MTM 300 ADVANCED CLINICAL PRACTICUM 100 Clock Hours

A supervised clinic consists of 100 hours and is taken to prepare for the professional environment. The clinical internship is designed to provide a forum for students to learn how all the classroom material fits together. The clinical practice are unpaid hours to polish your practical skills.

*Prerequisite: None*

### MTP 118 MEDICAL TERMINOLOGY 3 Credits

This course focuses on construction, pronunciation and application of the medical word, to include prefixes, suffixes and word roots. A basic level of organization within the human body is presented. An overview of the major body systems is provided and terms related to the systems are learned. Abbreviations and pharmacology concepts and introductory legalities related to documentation in the healthcare industry are included.

*Prerequisite: None*

### PHM 111 PHARMACOLOGY: CARDIOVASCULAR & RENAL 4 Credits

This course begins with an overview of the anatomy and physiology of the heart, circulatory system and renal system. Students then study diseases and disorders that affect each system and the drug classes that treat them. Students become familiar with indications for use, most common side effects, dosage forms and brand and generic names for commonly prescribed medications.

### PHM 112 PHARMACOLOGY: MUSCULOSKELETAL, IMMUNE & ANTI-INFECTIVES 4 Credits

This course covers the immune and musculoskeletal system and their disorders. This course also introduces bacteria, viruses, protozoa and fungi that produce diseases. The classification of each type of anti-infective is covered with an emphasis on dose, indication for use, side effects and brand and generic names of most commonly-used medications. In addition, this course deals with cancer and medications used for its treatment.

### PHM 113 PHARMACOLOGY: DIGESTIVE & RESPIRATORY 4 Credits

This course begins with an overview of the structure and function of the digestive and respiratory systems. Students then learn the most common diseases and disorders that affect each. Students study drug classes used in their treatment, indication for use, side effects, dosage forms, and brand and generic names of commonly prescribed medications.

### PHM 114 PHARMACOLOGY: NERVOUS, EAR & EYE 4 Credits

This course presents an overview of how the brain and nervous systems function. Students learn medications used to treat disorders such as depression, psychoses, Parkinson's disease, multiple sclerosis and other diseases that affect the nervous system. Medications that affect the sympathetic and parasympathetic systems are reviewed. While learning drug classifications, students learn indications for use, dosage forms, side effects and brand and generic names of commonly prescribed medications. The course also gives an overview of the eye and ear, including disorders and treatments.

## ALLIED HEALTH COURSE DESCRIPTIONS

### PHM 115 PHARMACOLOGY: INTEGUMENTARY, ENDOCRINE & REPRODUCTIVE 4 Credits

This course presents the skin and diseases of the skin. Students learn classifications of drugs used to treat the skin including indications for use, dosage forms, side effects, and brand and generic names of commonly prescribed medications. This course also explores hormones produced by the body, the glands that produce them and disorders caused when the balance is incorrect. Types of hormones used to treat these disorders, as well as the ones used for birth control are covered. The structure, function, and disorders of the male and female reproductive systems will be covered as well.

### PHM 116 PHARMACOLOGY: OTC, HERBALS, VITAMINS & SUPPLEMENTS 4 Credits

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

### PHM 121 STERILE PREPARATIONS: IV BASICS 3 Credits

This course covers techniques and procedures used to prepare sterile IV products. Students perform hands-on practice and become familiar with equipment used in preparation.

### PHM 122 STERILE PREPARATIONS: TPN & CHEMOTHERAPY 3 Credits

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

### PHM 123 STERILE PREPARATIONS: SPECIALTY THERAPIES 3 Credits

This course covers basic IV techniques, including preparation of syringes, irrigation solutions and ophthalmic solutions. Students utilize hands-on practice.

### PHM 131 LAW, ETHICS & PROFESSIONALISM 3 Credits

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

### PHM 132 PHARMACODYNAMICS & MEDICAL TERMINOLOGY 2 Credits

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

### PHM 133 PHARMACY CALCULATIONS 2 Credits

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

### PHM 141 COMPUTER CONCEPTS 3 Credits

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

### PHM 142 DATA ENTRY SYSTEMS & THIRD-PARTY BILLING 2 Credits

This course will explain the role of pharmacy management software in the daily administration of pharmacy services, specifically in retail and hospital settings. Students will learn how to interpret orders for accurate prescription entry into the software, how to manage electronic databases, maintain inventory electronically, and how to generate accurate medication administration records for long-term care patients. This course will also cover third party billing.

## ALLIED HEALTH COURSE DESCRIPTIONS

### PHM 151 RETAIL PHARMACY SYSTEMS 3 Credits

This course examines day-to-day duties performed in a retail pharmacy. Students learn to read prescriptions and to fill, package, and label medications. Basic duties such as greeting clients, assisting customers with over-the-counter medications, handling refill requests and working the “out” window are discussed.

### PHM 152 INVENTORY SYSTEMS & NON-STERILE COMPOUNDING BASICS 3 Credits

This course teaches ordering, receiving, stocking and rotation of pharmaceutical supplies and medications. Also covered are pricing, discounts, mark-ups, and sale prices. The next portion of the course explores insurance, third party payers, and universal claim forms. Students will also gain an understanding of extemporaneous compounding.

### PHM 153 HOSPITAL PHARMACY SYSTEMS 3 Credits

This course will introduce the daily functions of the hospital and the duties in various work areas, as well as an overview of the different healthcare careers within the hospital setting. Interpretation of the Physician’s Order, medical abbreviations, P & T Committee, formulary development, crash cart medications, medication administration records, and OSHA Blood Borne Pathogen standards will be discussed, as well as workplace safety and infection control. Also included are standing orders, automatic stop orders and an overview of other institutional settings.

### PHM 154 TECHNOLOGY & SPECIAL TOPICS 3 Credits

This course will cover topics such as drug distribution systems, medication administration records and unit dose packaging. It will be discussed as to how each topic influences the administration of pharmacy services in a hospital setting. The interpretation of physician orders, dosage calculations, and the use of automation in the hospital pharmacy setting will also be covered. Other special topics will be discussed, such as errors, safety, special dosing circumstances, reference sources, and addiction. CPR and First Aid will also be discussed.

### PSY 101 HUMAN PSYCHOLOGY 3 Credits

This course studies psychological viewpoints and theories about personality and mental illnesses. Treatment methods are also discussed. The steps of problem solving, learning techniques and the memory process will be discussed and applied to situations in life and the workplace.

*Prerequisite: None*

### PSY 240 HUMAN DEVELOPMENT 3 Credits

This course studies psychological viewpoints and theories about personality and mental illness. Treatment methods are also discussed. The steps of problem solving, learning techniques and the memory process will be discussed and applied to situations in life and the workplace.

*Prerequisite: None*

### SOC 101 SOCIOLOGY OF HEALTHCARE 3 Credits

This is an introductory course in Sociology as it relates to theoretical perspectives in healthcare. This course provides an overview of the study of society. Basic principles are covered, including socialization, culture, social institutions, social structure, social stratification, deviance, and the evolution of society.

*Prerequisite: None*

### SPE 101 SPEECH COMMUNICATIONS 3 Credits

This course provides a basic understanding of the principles of oral communication and public speaking. Students will learn to clearly present ideas with confidence when speaking to a group. A thorough discussion of the communication process will be reviewed including how to reduce public speaking anxiety, develop rehearsal skills, and conduct ethical research.

*Prerequisite: None*

### TQM 101 CUSTOMER SERVICE 3 Credits

This course will provide guidelines and best practices for providing excellent customer service in the healthcare setting. The theories of various managerial strategies such as conscious capitalism and servant leadership will be compared and contrasted. Total quality management principles and organizational behavior will also be discussed.

*Prerequisite: None*

## NATURE OF THE WORK

Registered nurses (RNs) provide and coordinate care; educate patients and the public about various health conditions; and provide emotional support to patients, family, and significant others.

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

## MISSION AND GOALS

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

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

## EQUIPMENT/TECHNOLOGY

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

## PROGRAM DELIVERY

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

## ADMISSIONS

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

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

### I. REQUIREMENTS FOR ADMISSION INTO THE BSN

#### PROGRAM ADMISSIONS DOCUMENTS

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

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

3. Signed transcript release form for colleges and universities attended. The official transcripts for colleges or universities from which the student wishes to transfer credit, must be submitted within six weeks of the first day of class to remain enrolled.  
**NOTE:** Applicants educated outside the United States will have transcripts (both high school and college) evaluated by the Arizona International Credential Evaluators, Josef Silny and Associates, Inc., the Foreign Educational Document Service, or other agencies listed on the National Association of Credential Evaluation Services (NACES) website.
4. A composite score of 60% on the HESI A2 Admissions Exam. See "Admissions Testing" below.
5. Proof of United States citizenship, alien status, or legal residency. Driver's licenses, passports, and birth certificates, combined with a government-issued document that contains a photograph of the applicant and or a green card (I-551), are the most common demonstrations of proof.

6. Passion Statement
7. Las Vegas students only: Proof of completion of the Nevada Constitution and US Constitution course only if all general education courses transferred.

**ADMISSIONS TESTING**

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

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

Four hours are allotted to complete these subtests.

**Preparation for the HESI A 2:** Resources for preparing for these exams are available on line, via mobile apps, and workbooks. In addition, staff-supported study groups and tutoring will be organized by the college as requested by the applicants.

**HESI A 2 Retesting Policies:**

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

**LAPTOP REQUIREMENTS**

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

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

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

**II. REQUIREMENTS FOR PROGRESSION INTO THE CORE NURSING CURRICULUM (SEMESTER 5)**

**1. Academic Requirements**

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

- Achieve a cumulative GPA of 2.75 or higher in the required general education and science courses (semesters 1-4)
- Complete all science courses within the last ten years.
- Achieve a “B” or higher in three of the four required science courses (Chemistry, Microbiology, Anatomy & Physiology I or II)
- Achieve a “B or higher in Statistics
- Achieve a “C” or higher in all other general education courses.

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

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

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

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

**2. Clearance, Immunization, and Insurance Requirements**

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

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

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

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

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

NOTE: TB screening must be completed annually for as long as the student is fulfilling his/her clinical requirements.

- Negative Drug Screen, including alcohol screening and others as required by the clinical partner. Note that a negative cotinine (nicotine) screen is mandatory for Arizona students.
- Proof of immunity to certain diseases through history of immunizations or titers, due no earlier than 90 days before Day 1 of the Core Nursing start date:
  - o Measles, Mumps & Rubella (MMR)
  - o Varicella (Chicken Pox)
  - o Hepatitis B (Hep B, HBV)
  - o Tetanus/Diphtheria/Pertussis (TDAP, Adacel)

- Evidence of health insurance coverage or other proof of medical benefits such as coverage by the Veterans Administration or Indian Health Services; must be kept current through the program.
- Nurse liability insurance; must be kept current throughout the Core Nursing curriculum
- Annual flu vaccination
- **CPR Certification through the American Heart Association. This is a two-year certification. Class is offered during the orientation to the Core Nursing curriculum for those who need it.**

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

## SCHEDULE OF COURSES

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

		Semester Credit Hours
<b>PREREQUISITE</b>		
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 130/130L	Natural Science – Quantitative: Introductory Chemistry (Lecture/Lab)	4
ENG 101	First Year Composition	3
ENG 102	First Year Composition	3
ENG 215*	Critical Inquiry & Literacy (Written Discourse): Academic Writing	3
PSC 101*	Introduction to American Politics	3
HCR 220	Organizational Systems & Health: Health Systems and Technologies	3
HCR 230	Culture & Health/Humanities: Cultural Diversity and Global Health	3
HCR 240	Humans Systems: Human Pathophysiology	4
MAT 151	Mathematical Studies: College Mathematics	3
NTR 241	Human Systems: Human Nutrition	3
PSY 101	Social & Behavioral Sciences: Human 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</b>

\*Nevada nursing students will be required to take PSC 101 in lieu of ENG 215.



**GENERAL EDUCATION AND SCIENCE COURSE REQUIREMENTS FOR NURSING PROGRAM****BIO 201****NATURAL SCIENCE – GENERAL: HUMAN ANATOMY/  
PHYSIOLOGY I – 4 Credits**

Study of structure and function of the human body. Topics include cells, tissues, integumentary system, skeletal system, muscular system, and nervous system.

**BIO 202****NATURAL SCIENCE – GENERAL: HUMAN ANATOMY/  
PHYSIOLOGY II – 4 Credits**

Continuation of structure and function of the human body. Topics include endocrine, circulatory, lymphatic, respiratory, digestive, urinary, and reproductive systems; and fluid and electrolyte balance.

*Prerequisite: A grade of "C" or better in BIO201*

**BIO 205****NATURAL SCIENCE – GENERAL: MICROBIOLOGY – 4 Credits**

Study of microorganisms and their relationship to health, ecology, and related fields.

**CHM 130/ 130L****NATURAL SCIENCE – QUANTITATIVE: INTRODUCTORY CHEMISTRY  
4 Credits**

Elements of general chemistry, including lab.

**ENG 101****FIRST YEAR COMPOSITION – 3 Credits**

Emphasizes rhetoric and composition with a focus on expository writing and understanding writing as a process. Establishes effective college-level writing strategies.

**ENG 102****FIRST YEAR COMPOSITION – 3 Credits**

Emphasizes rhetoric and composition with a focus on persuasive, research-based writing and understanding writing as a process. Develops advanced college-level writing strategies.

**ENG 215\*****CRITICAL INQUIRY & LITERACY – 3 Credits**

Advanced course in techniques of analyzing and writing academic expository prose. Writing to be research based.

**PSC 101\*****INTRODUCTION TO AMERICAN POLITICS – 3 Credits**

A survey of national and state governments with emphasis on federal and state constitutions and the cultural aspects of the governing process. (Satisfies the legislative requirement for the United States and Nevada Constitutions.)

**HCR 220****ORGANIZATIONAL SYSTEMS & HEALTH: HEALTH SYSTEMS  
AND TECHNOLOGIES – 3 Credits**

Introduction to the social, political, and economic contexts of the nursing profession and health care systems in the United States.

**HCR 230****CULTURE & HEALTH/HUMANITIES: CULTURAL DIVERSITY &  
GLOBAL HEALTH – 3 Credits**

Relation between cultures of diverse groups and health/illness. Emphasis on cross-cultural communication, including awareness of own cultural influences and indigenous and complementary healing practices.

**HCR 240****HUMANS SYSTEMS: HUMAN PATHOPHYSIOLOGY – 4 Credits**

Chemical, biological, biochemical, and psychological processes as a foundation for the understanding of alterations in health. The structural and functional pathophysiology of alterations in health.

*Prerequisite: BIO202*

**MAT 151****MATHEMATICAL STUDIES: COLLEGE MATHEMATICS –  
3 Credits**

Analysis and interpretation of the behavior and nature of functions including polynomial, rational, exponential, logarithmic, power, absolute value, and piecewise-defined functions, systems of equations, modeling, and solving real world problems.

**NTR 241****HUMAN SYSTEMS: HUMAN NUTRITION – 3 Credits**

Principles of human nutrition. Emphasis on health promotion and concepts for conveying accurate nutrition information in a professional setting.

*Prerequisite: CHM130*

**PSY 101****SOCIAL & BEHAVIORAL SCIENCES: HUMAN PSYCHOLOGY –  
3 Credits**

To acquaint the student with basic principles, methods and fields of psychology such as learning, memory, emotion, perception, physiological, developmental, intelligence, social and abnormal.

**PSY 230****STATISTICS/QUANTITATIVE ANALYSIS: STATISTICS –  
3 Credits**

An introduction to basic concepts in descriptive and inferential statistics with emphasis upon application to psychology. Consideration is given to the methods of data collection, sampling techniques, graphing of data, and the statistical evaluation of data collected through experimentation.

**PSY 240****SOCIAL & BEHAVIORAL SCIENCES: HUMAN DEVELOPMENT –  
3 Credits**

Human development from conception through adulthood. Includes: physical, cognitive, emotional and social capacities that develop at various ages.

*\*Nevada nursing students will be required to take PSC 101 in lieu of ENG 215.*

**NURSING UPPER DIVISION COURSES**

		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/ 215L	Theoretical Foundation in Nursing Practice	30	60	45	2/3
NUR 216	Health Assessment	30	30	0	3
NUR 218	Interprofessional Communications	15	0	0	1
<b>SUBTOTAL</b>		<b>120</b>	<b>90</b>	<b>45</b>	<b>9/3</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 335/335L	Maternal Health Theory & Application	37.5	15	90	2.5/2.5
NUR 336/336L	Pediatric Health Theory & Application	37.5	15	90	2.5/2.5
NUR 337	Evidence-Based Practice I	15	0	0	1
NUR 338	Leader in Quality & Patient Safety I	15	0	0	1
<b>SUBTOTAL</b>		<b>150</b>	<b>30</b>	<b>180</b>	<b>10/5</b>
<b>SEMESTER 7</b>					
NUR 354	Pharmacology II	30	0	0	2
NUR 355/355L	Acute & Chronic Health Disruptions in Adult I	45	30	90	3/3
NUR 356/356L	Mental Health Theory & Application	37.5	15	90	2.5/2.5
NUR 357	Evidence-Based Practice II	15	0	0	1
NUR 358	Leader in Quality Care and Patient Safety II	15	0	0	1
<b>SUBTOTAL</b>		<b>142.5</b>	<b>45</b>	<b>180</b>	<b>9.5/5.5</b>
<b>SEMESTER 8</b>					
NUR 423	Ethics & Legal Standards in Nursing Practice III	15	0	0	1
NUR 425/425L	Acute & Chronic Health Disruptions in Adult II	30	15	112.5	2/3
NUR 426/426L	Community Health Nursing	45	0	135	3/3
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>120</b>	<b>15</b>	<b>247.5</b>	<b>8/6</b>
<b>SEMESTER 9</b>					
NUR 443	Transition to the Profession	15	0	0	1
NUR 445/445L	Acute & Chronic Health Disruptions III	37.5	15	180	2.5/4.5
NUR 446/446L	Capstone Seminar Project	15	0	45	1/1
NUR 447	Evidence-Based Practice IV	15	0	0	1
NUR448	Leader in Quality Care and Patient Safety IV	45	0	0	3
<b>SUBTOTAL</b>		<b>127.5</b>	<b>15</b>	<b>225</b>	<b>8.5/5.5</b>
<b>TOTALS</b>		<b>660</b>	<b>195</b>	<b>877.5</b>	<b>45/25</b>

**SEMESTER 5****NUR 211****CRITICAL THINKING IN CLINICAL DECISION-MAKING**

This course introduces the learner to critical thinking, the use of reflection, and evaluation in order to recognize biases, fallacies, and prejudices in thinking and communicating. The student will learn to apply critical thinking skills as they relate to clinical reasoning and clinical decision-making in nursing. Critical thinking strategies will be applied in the nursing process approaches for safe practice in the current healthcare environment, and learning tactics necessary for success in the nursing program. This course forms the basis for the thinking processes applied throughout the nursing courses.

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

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

**NUR 215/215L****THEORETICAL FOUNDATION IN NURSING PRACTICE**

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

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

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

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

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

**SEMESTER 6****NUR 333****ETHICS & LEGAL STANDARDS IN NURSING PRACTICE II**

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

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

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

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

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

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

**NUR 336/336L  
PEDIATRIC HEALTH THEORY & APPLICATION**

The didactic portion of this course is devoted to the promotion, prevention, maintenance and restoration of health for infants, children, and adolescents. The course will enable the student to identify health concerns in the pediatric population and implement appropriate nursing interventions. Emphasis is placed on the growth and development as well as the psycho-social-cultural-familial influences on the health of the child.

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

**NUR 337  
EVIDENCE-BASED PRACTICE I**

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

**NUR 338  
LEADERSHIP FOR QUALITY & PATIENT SAFETY I**

The focus of this course is an introduction to knowledge and skills in leadership, quality improvement, and patient safety needed to provide high quality health care.

**SEMESTER 7****NUR 354  
PHARMACOLOGY II**

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

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

This introductory course establishes the role of the professional nurse in developing salience, understanding patient narrative, and preferences, while collaborating with the patient in developing and implementing patient-centered care for chronic conditions. Emphasis is on identification of salient evidence, nursing interventions within the interdisciplinary healthcare team, and clinical reasoning and decision making.

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

**NUR 356/356L  
MENTAL HEALTH THEORY & APPLICATION**

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

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

**NUR 357  
EVIDENCE-BASED PRACTICE II**

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

**NUR 358  
LEADERSHIP FOR QUALITY & PATIENT SAFETY II**

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

**SEMESTER 8****NUR 423  
ETHICS & LEGAL STANDARDS IN NURSING PRACTICE III**

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

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

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

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

**NUR 426/426L  
COMMUNITY HEALTH NURSING**

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

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

**NUR 427  
EVIDENCE-BASED PRACTICE III**

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

**NUR 428  
LEADERSHIP FOR QUALITY & PATIENT SAFETY III**

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

**SEMESTER 9****NUR 443  
TRANSITION TO THE PROFESSION**

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

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

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

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

**NUR 446/446L  
CAPSTONE SEMINAR PROJECT**

This course builds on the previous learning related to holistic patient care across the lifespan with an emphasis on patients with complex healthcare needs. The student engages in academic endeavors that reflect evaluation, synthesis, and application of concepts and nursing issues studied throughout the program. Application of educational experience to professional growth and contribution to the nursing profession is emphasized. Students will demonstrate critical thinking in the development and implementation of comprehensive plans of care. Students integrate principles of advocacy, collaboration, coordination, and evidence-based care to meet the complex needs of clients during clinical experiences. The capstone course provides students with an opportunity to reflect on knowledge and experience gained during the educational process. The course will provide students with practical knowledge to improve their performance in their role as a nurse, as well as the profession as a whole.

**NUR 447  
EVIDENCE-BASED PRACTICE IV**

This course focuses on integration of reliable evidence from multiple ways of knowing to inform practice and implement best practices to ensure optimal patient outcomes. Utilizing knowledge of the research process, the student completes a research project based on an identified nursing problem.

**NUR 448  
LEADERSHIP FOR QUALITY & PATIENT SAFETY IV**

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

# ADMISSION, REGISTRATION & ENROLLMENT



## ADMISSION POLICIES

Arizona College admits only persons who have a high school diploma, or its recognized equivalent, or persons who are beyond the age of compulsory school attendance. Students who are beyond the age of compulsory attendance but do not have a high school diploma or its recognized equivalent must meet Ability-To-Benefit (ATB) criteria or have a state certificate equivalent to a high school diploma. Pharmacy and Nursing Students are not eligible for admittance through the ATB pathway. An admissions officer interviews each applicant and orients the applicant to the college's specific requirements. Each applicant must successfully complete an entrance examination.

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

1. Student application
2. High School Diploma/GED® Verification Statement or Ability-To-Benefit eligibility verification
3. Passing score on Evaluation test
4. Enrollment Agreement/financial arrangements

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

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

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

## CREDIT FOR PRIOR LEARNING

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

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

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

### Transfer of Credits to Arizona College

- The institution that the student wishes to transfer credits from must be accredited by an agency recognized by the United States Department of Education (USDE) or the Council for Higher Education Accreditation (CHEA).
- Transfer credit is granted only for courses in which a letter grade of "C" or higher was earned and the following time requirements are met:
  - Allied Health Core curriculum courses with a lab component must have been completed within two years of starting classes at Arizona College. This includes credits earned from Arizona College.
  - Allied Health Core curriculum courses without lab components must have been completed within five years of starting classes at Arizona College. This includes credits earned from Arizona College.
  - Non-science related general education courses must have been completed within 10 years of starting classes at Arizona College.
  - Science-related general education courses must have been completed within five years of starting classes at Arizona College.

# ADMISSION, REGISTRATION & ENROLLMENT

- Arizona College does not offer credit for advanced placement classes or life experience.
- Official transcripts must be received from the former institution prior to a student's first Term or no transfer credits are officially granted for that term.
- Course descriptions from a former institution's catalog are analyzed and credit is accepted for those successfully completed courses that parallel course content and duration of Arizona College courses. Courses in a student's major must meet the same general course objectives as Arizona College courses.

## Transfer of Credits from Arizona College

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

## OFFICIAL TRANSCRIPTS

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

## Veteran Transfer of Credits

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

## College Level Examination Program

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

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

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

## TUITION AND FEES

Tuition and fees are due and payable in full at registration. The College reserves the right to change tuition, registration fees and other charges without advance notice. Students currently enrolled in a program are not affected by such changes. Each program requires an initial registration and processing fee of \$25.00. Students are expected to supply their own paper, pencils, pens, notebooks and calculators.

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

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

\*Tuition . . . . . **\$15,499**

Not Included in Tuition:

Registration Fee	\$25.00
White Shoes	\$65.00 prices may vary
Watch with a second hand	\$20.00 prices may vary

Massage Therapy

\*Tuition . . . . . **\$15,299**

Not Included in Tuition:

Registration Fee	\$25.00
White Shoes	\$65.00 prices may vary

Dental Assistant

\*Tuition . . . . . **\$17,699**

Not Included in Tuition:

Registration Fee	\$25.00
White Shoes	\$65.00 prices may vary
Watch with a second hand	\$20.00 prices may vary

Nursing, BSN

\*Tuition: . . . . . **\$84,997**

Not Included in Tuition:

Application Fee	\$25.00
Resource Fee	\$332 per semester

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

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

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



# ADMISSION, REGISTRATION & ENROLLMENT

The cost of two sets of uniforms, laboratory supplies, textbooks, CPR training, and stethoscopes kits are covered by Arizona College .

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

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

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

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

## Allied Health

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

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

$$\$5,166 \times 3/12 = \$1,291.50$$

## Nursing

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

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

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

Resource fee	\$332
Total term cost	\$2,284

## TRANSFER FEES

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

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

## ARIZONA REFUND POLICY

### Registration Fee Policy For Cancels

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

### Tuition Refund Policy for Withdrawals

- A. If a student cancels this agreement within three (3) business days from the date of this agreement (excluding Saturday, Sunday, and federal or State Holidays) for any reason, all monies shall be refunded. If a student withdraws from the program after the cancellation period but, before class convenes, all monies in excess of the \$25.00 registration fee shall be refunded. The \$25.00 charge is made for the expense of processing the student. Should a student's application be rejected by the College, the \$25.00 registration fee will be returned to the applicant.
- B. If the student reschedules his/her start date or program within the first three (3) business days of the cancellation period, a rescheduling fee of \$25.00 will be assessed.
- C. If a student withdraws from the program within ten percent (10%) of the start of the term, the tuition charge plus one hundred dollars (\$100).
- D. If a student withdraws from the program within twenty percent (20%) of the start of the term, the tuition charge shall be thirty percent (30%) of the per term charge plus one hundred dollars (\$100).
- E. If a student withdraws from the program within fifty percent (50%) of the start of the term, the tuition charge shall be seventy five percent (75%) of the per term charge plus one hundred dollars (\$100).
- F. If a student completes more than fifty percent (50%) of his/her term, he/she is not entitled to any refund and is obligated for the full contract price of the term.
- G. Refunds, if any, other than those covered by the Cancellation Notice, will be paid within forty five (45) days of written withdraw, the last day of attendance, or the date the last day of attendance was determined.
- H. Title IV Funds for withdrawals will be in accordance with all federal statutes and rules.
- I. Refund calculation is for tuition only and does not include registration or uniform fees incurred.

## NEVADA REFUND POLICY

### Cancellation and Reschedules

- A. If a student cancels his or her enrollment within 3 business days of enrolling, and before the start of the program, Arizona College shall refund to the student all the money the student has paid.
- B. If a student cancels his or her enrollment after 3 business days of enrolling, 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 (not to exceed the lesser of \$150 or 10% of the tuition agreed upon in the enrollment agreement).
- C. Should a student's application be rejected by the College, the registration fee will be returned to the applicant.
- D. 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 \$25.00 will be assessed.

### Withdrawals and Terminations

The period of a student's attendance will be measured from the first day of instruction as set forth in the enrollment agreement through the student's last day of actual attendance, regardless of absences.

The period of time for a training program is the period set forth in the enrollment agreement. Tuition will be calculated using the tuition and fees set forth in the enrollment agreement and does not include books, educational supplies or equipment that is listed separately from the tuition and fees.

- A. If a student withdraws or is expelled by Arizona College after the start of the program and before the completion of more than 60 percent of the program, Arizona College will refund to the student a pro rata amount of the tuition agreed upon in the enrollment agreement, minus 10 percent of the tuition agreed upon in the enrollment agreement or \$150, whichever is less.
- B. If a student completes more than sixty percent (60%) of his/her term, he/she is not entitled to any refund and is obligated for the full contract price of the term.
- C. Treatment of Title IV Funds when a student withdraws will be in accordance with all federal statutes and rules regarding Title IV Funds.
- D. Refund calculation is for tuition only and does not include registration or uniform fees incurred. Books, educational supplies or equipment for individual use are not included in this policy for refund, and a separate refund must be paid by Arizona College to the student if those items were not used by the student. Disputes must be resolved by Arizona College for refunds on a case-by-case basis.
- E. If the institution has substantially failed to furnish the training program agreed upon in the enrollment agreement, the institution shall refund to a student all the money the student has paid.
- F. If a refund is owed, Arizona College shall pay the refund to the person or entity who paid the tuition within 15 calendar days after the:
  - (a) Date of cancellation by a student of his enrollment;
  - (b) Date of termination by Arizona College of the enrollment of a student;
  - (c) Last day of 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.

## ADMISSION, REGISTRATION & ENROLLMENT

### Refund Policy for Students Called to Active Military Service

A student of the school or college who withdraws from the school or college as a result of the student being called to active duty in a military service of the United States or the Texas National Guard may elect one of the following options for each program in which the student is enrolled:

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

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

### STUDENT FINANCIAL ASSISTANCE

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

#### General Student Aid Eligibility

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

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

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

### Types of Aid Available

#### Federal Pell Grant

**Type of Aid:** Grant: does not have to be repaid

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

**Eligibility:** \$400 - \$5,645

#### Federal Supplemental Educational Opportunity Grant (FSEOG)

**Type of Aid:** Grant: does not have to be repaid

**Description:** For undergraduates with exceptional financial need; Federal Pell Grant recipients take priority; funds depend on availability at school.

**Eligibility:** \$100 - \$4,000

#### Direct Subsidized/Unsubsidized Loan

**Type of Aid:** Loan: must be repaid with interest

**Description:** For undergraduate students; U.S. Department of Education pays interest while borrower is in school for subsidized; student must be attending at least half-time and have financial need; 6.8% rate; upon separation from the college borrower is responsible for all interest; student must be enrolled at least half-time; financial need is not required for unsubsidized.

**Eligibility:** \$3,500 - \$5,500, depending on grade level  
\$5,500 - \$20,500 (less any subsidized amounts received for same period), depending on grade level and dependency status

#### Direct PLUS Loan

**Type of Aid:** Loan: must be repaid with interest

**Description:** For parents of dependent undergraduate students and for graduate and professional students; student must be enrolled at least half-time; financial need is not required; Unsubsidized: Borrower is responsible for all interest; 7.9% rate

**Eligibility:** Maximum amount is cost of attendance minus any other financial aid student receives; no minimum amount.

# ADMISSION, REGISTRATION & ENROLLMENT

## Institutional Retail Installment Contract

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

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

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

Loan Type	Borrower Type	Loans first disbursed on or after	
		7/1/13 and before 7/1/14	7/1/14 and before 7/1/15
Direct Subsidized Loans	Undergraduate	3.86%	4.66%
Direct Unsubsidized Loans	Undergraduate	3.86%	4.66%

## Terms and Conditions – Direct Stafford Loans

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

### How to Apply

You can complete the Free Application for Federal Student Aid (FAFSA) at [www.fafsa.gov](http://www.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, and
  - identification documents (social security cards, driver's licenses).

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

### Method and Frequency of Aid Disbursements

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

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

## Satisfactory Academic Progress

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

## Repayment Terms of Stafford Loans

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

The U.S. Department of Education's National Student Loan Data System<sup>SM</sup> (NSLDS) provides information on your federal loans including loan types, disbursed amounts, outstanding principal and interest, and the total amount of all your loans. To access NSLDS, go to [www.nsls.ed.gov](http://www.nsls.ed.gov).

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

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

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

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

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

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

If you default, it means you failed to make payments on your student loans according to the terms of your promissory note, the binding legal document you signed at the time you took out your loan. In other words, you failed to make your loan payments as scheduled. Your school, the financial institution that made or owns your loan, your loan guarantor, and the federal government all can take action to recover the money you owe. Here are some consequences of default:

# ADMISSION, REGISTRATION & ENROLLMENT

- National credit bureaus can be notified of your default, which will harm your credit rating, making it hard to buy a car or a house.
- You will be ineligible for additional federal student aid if you decide to return to school.
- Loan payments can be deducted from your paycheck.
- State and federal income tax refunds can be withheld and applied toward the amount you owe.
- You will have to pay late fees and collection costs on top of what you already owe.
- You can be sued.

## Sample Standard Repayment Schedule

Loan Amount    \$9,500  
Interest Rate    6.8%

### Repayment Summary

Months in Repayment	120
Monthly Payment	\$109.33
Total Interest Payment	\$3,619.60
Total Loan Payment	\$13,119.60

## General conditions and terms for work-study

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

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

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

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

## Exit Stafford Loan Counseling

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

## Treatment of Title IV Aid When a Student Withdraws

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

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

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

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

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

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

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

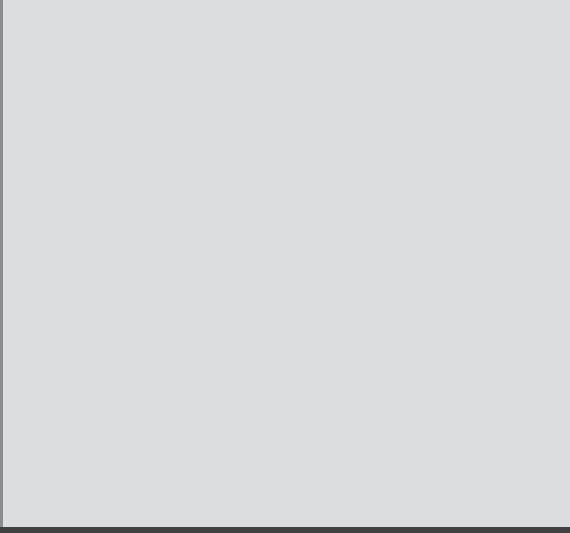
If Arizona College is not required to return all of the excess funds, you must return the remaining amount. Any loan funds that you must return, you (or your parent for a PLUS Loan) repay in accordance with the terms of the promissory note. That is, you make scheduled payments to the holder of the loan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

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

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

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

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



# SCHOLASTIC STANDARDS



## ACADEMIC LOAD

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

## ATTENDANCE

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

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

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

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

### Allied Health

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

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

## Nursing

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

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

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

## GRADING

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

Course grading is based on the following scale:

Grade	Grade Points	Credits Attempted	Credits Earned
A 90 - 100%	4.0	Y	Y
B 80 - 89.9	3.0	Y	Y
C 70 - 79.9	2.0	Y	Y
D 60 - 69.9	1.0	Y	Y
F Below 60	0.0	Y	N
W	0.0	Y	N
TR	NA	Y	Y
I	NA	Y	N

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

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

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

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

# SCHOLASTIC STANDARDS

## Credit Hour Definition

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

One term credit hour equals:

- 10 clock hours of lecture
- 20 clock hours of laboratory
- 30 clock hours of internship

One semester credit hour equals:

- 15 clock hours of lecture
- 30 clock hours of laboratory
- 45 clock hours of clinical laboratory

## SATISFACTORY ACADEMIC PROGRESS

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

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

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

### Cumulative Grade Point Average

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

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

## Maximum Time Frame

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

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

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

### Satisfactory Academic Progress Standards

Cumulative Credits Attempted	Minimum 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%

### Financial Aid Warning

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



## Appeals and Financial Aid Probation

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

## Satisfactory Academic Progress and Federal Financial Aid Eligibility

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

## LEAVE OF ABSENCE PROCESS

### Allied Health

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

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

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

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

### Nursing

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

## GRIEVANCE PROCEDURE

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

### 1. Student-Instructor Discussion

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

### 2. Program Director Meeting with Student

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

### 3. Submission of Grievance Form

The completed Grievance Form should be submitted to the Program Director within 20 business days of the initial student-instructor discussion (#1 above). The Grievance Form will include the following information:

- Summary of decision that is being appealed
- Basis for challenging the decision
- Identity of faculty or staff member who made the decision
- Description of prior attempts made to resolve the issue.
- Specific remedy requested
- Student signature

## 4. Grievance Committee Investigation

### For Allied Health

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

### For Nursing

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

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

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

## 5. Appeal

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

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

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

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

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

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

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

## WITHDRAWAL PROCEDURE

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

## INTERRUPTION IN EDUCATION

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

# GRADUATION REQUIREMENTS



## GENERAL GRADUATION REQUIREMENTS

In order to graduate from Arizona College, students must:

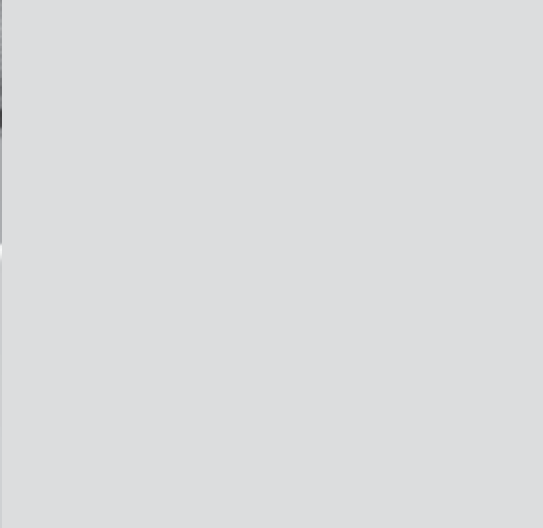
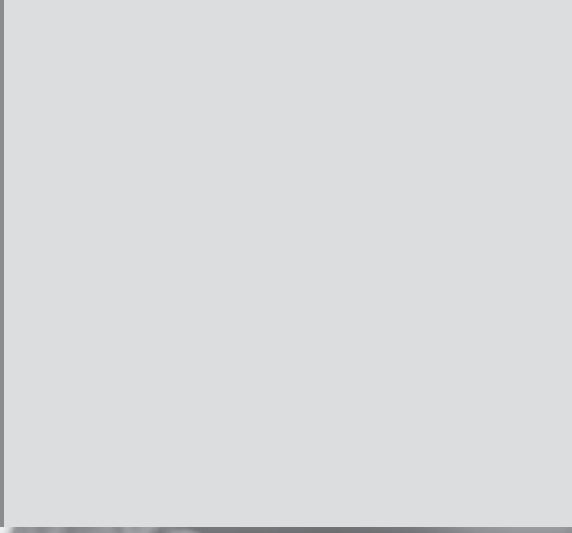
1. Complete all required program courses with a minimum 2.0 Cumulative GPA.
2. Submit all required externship paperwork, if applicable.

## DIPLOMAS & DEGREES

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

## CERTIFICATION & LICENSURE DISCLOSURE

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





# Student **HANDBOOK**



## STUDENT SERVICES AND ACTIVITIES

### CPR

CPR certification is offered to all students during their program. CPR class is held at the College regularly. Registration is required and students may do so at the front desk.

### CAREER SERVICES

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

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

### EXTERNSHIP AND EMPLOYMENT ASSISTANCE

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

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

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

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

Any pay received for externship null and voids credit for the externship. Your externship is considered a part of your training and is uncompensated.

All graduates are provided with assistance with employment. It is the responsibility of the student to maintain contact with the Career Services department through active participation on your job search.

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

### CLASSES

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

### EMERGENCY PLAN

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

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

### ACADEMIC TUTORING

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

# STUDENT RIGHTS AND RESPONSIBILITIES

## STUDENT RECORDS

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

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

## FERPA

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

(1) The right to inspect and review the student's education records within 45 days of the day the College receives a request for access.

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

(2) The right to request the amendment of the student's education records that the student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.

If the College decides not to amend the record as requested, the College will notify the student in writing of the decision and the student's right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

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

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

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

## DISCLOSURE OF EDUCATIONAL RECORDS

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

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

# STUDENT RIGHTS AND RESPONSIBILITIES

## NONDISCRIMINATION

Arizona College does not discriminate in its education programs and activities on the basis of race, color, creed, national or ethnic origin, religion, sex, pregnancy, childbirth and related medical conditions, marital status, medical condition, service in the uniformed services, political activities and affiliations, age, disability, sexual orientation, gender identity, veteran status, or any other consideration made unlawful by federal, state, or local laws. Specifically, Title IX/SaVE requires the College not to discriminate on the basis of gender/sex in its education programs and activities. Gender/sex harassment, including gender/sex violence, is a form of prohibited gender/sex discrimination. Examples of covered acts are found in the College's policies on Sexual Misconduct. Questions regarding Title IX may be referred to the Title IX/SaVE Coordinator for Arizona College, Matthew Calhoun, Director of Compliance & Regulatory Affairs, at: Phone: (602) 222-9300 Email: mcalhoun@arizonacollege.edu Mailing Address: 4425 W. Olive Ave, Ste. 300, Glendale, AZ 85302 or 163 N. Dobson Rd., Mesa, AZ 85201

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

## DISABILITY RESOURCES & SERVICES

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

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

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

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

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

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

## SEXUAL MISCONDUCT POLICY

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

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

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

## DISSEMINATION OF THE POLICY, EDUCATIONAL PROGRAMS, AND EMPLOYEE TRAINING

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

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

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



# STUDENT RIGHTS AND RESPONSIBILITIES

## DEFINITIONS AND EXAMPLES OF SEXUAL MISCONDUCT

Sexual Misconduct Offenses include, but are not limited to:

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

### SEXUAL HARASSMENT

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

#### Three Types of Sexual Harassment

1. **Hostile Environment** includes any situation in which there is harassing conduct that is sufficiently severe, pervasive/persistent and patently offensive so that it alters the conditions of education, from both a subjective (the alleged victim's) and an objective (reasonable person's) viewpoint. The determination of whether an environment is "hostile" must be based on all of the circumstances. These circumstances could include:

- the frequency of the conduct;
- the nature and severity of the conduct;
- whether the conduct was physically threatening;
- whether the conduct was humiliating;
- the effect of the conduct on the alleged victim's mental or emotional state;
- whether the conduct was directed at more than one person;
- whether the conduct arose in the context of other discriminatory conduct;
- whether the statement is a mere utterance of an epithet which engenders offense in an individual, or offends by mere discourtesy or rudeness;
- whether the speech or conduct deserves the protections under other principles such as academic freedom.

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

2. **Quid pro quo** sexual harassment exists when there are:

- unwelcome sexual advances, requests for sexual favors or other verbal or physical conduct of a sexual nature; and
- submission to or rejection of such conduct results in adverse educational action.

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

3. **Retaliation**

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

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

### SEXUAL ASSAULT

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

### SEXUAL VIOLENCE

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

### WITHOUT CONSENT

In Arizona, "without consent" includes any of the following:

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

### SEXUAL EXPLOITATION

Occurs when a person takes non-consensual or abusive sexual advantage of another for his or her own advantage or benefit, or to benefit or advantage anyone other than the one being exploited, and that behavior does not otherwise constitute one of the other sexual misconduct offenses. Examples include when a person takes non-consensual or abusive sexual advantage of another for his or her own advantage or benefit, or to benefit or advantage anyone other than the one being exploited, and that behavior does not otherwise constitute one of the other sexual misconduct offenses. Examples of sexual exploitation include, but are not limited to:

# STUDENT RIGHTS AND RESPONSIBILITIES

- prostituting another student;
- non-consensual video or audio-taping of sexual activity;
- going beyond the boundaries of consent (such as letting your friends hide in the closet to watch you having consensual sex);
- engaging in voyeurism;
- knowingly transmitting an STI or HIV to another student..

## DOMESTIC VIOLENCE

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

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

## DATING VIOLENCE

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

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

## STALKING

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

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

## CONFIDENTIALITY AND CONSENT TO INVESTIGATE

While reports of this nature may result in the gathering of extremely sensitive information about individuals, such information is considered confidential and every reasonable effort will be made to keep the information confidential., where possible. Disclosures of certain personal information may be disclosed concerning a report of sexual harassment or sexual violence to the College. In such cases, reasonable efforts will be made to redact the records in order to

protect the privacy of individuals, where possible. Students are encouraged to speak to officials from the College to make formal reports of incidents. Students have the right and can expect to have incidents of sexual misconduct to be taken seriously by the College when formally reported, and to have those incidents investigated and properly resolved through administrative procedures.

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

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

## RESOURCES FOR CRIME VICTIMS AND OTHERS

Emergency (police, fire, and rescue)

Always dial 911 for life-threatening emergencies.

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

If you or someone you know has thoughts of SUICIDE:

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

EMPACT - SPC

Hotline: (480) 736-4949

Hotline: 1-800-656-HOPE (Toll-free)

[www.empact-spc.com](http://www.empact-spc.com)

Glendale Police Department Victim Assistance

West Valley Advocacy Center (WVAC)

Glendale PD Advocates: (623) 930-3030

WVAC Phone: (623) 930-3720

[www.glendaleaz.com/advocacycenter/](http://www.glendaleaz.com/advocacycenter/)

## SEXUAL ASSAULT / ABUSE/GENERAL FAMILY

Administration of Resources and Choices

Crisis Line: (520) 339-2801

Non-emergency Line: (520) 623-3341

[www.arc-az.org](http://www.arc-az.org)

# STUDENT RIGHTS AND RESPONSIBILITIES

## Amberly's Place

24-hour Hotline: (928) 373-0849  
www.amberlysplace.com

## A New Leaf

Phone: (480) 969-4024  
Shelter placement assistance: 1-800-799-7739  
www.turnanewleaf.org

## H.A.V.E.N. Family Resource Center

Phone: (928) 505-3153  
www.havenfamilyresourcecenter.com

## Jewish Family and Children's Services

Phone: (520) 886-5111, ext. 426  
www.jfcstucson.org

## Northland Family Help Center

24-hour Crisis Line: (928) 527-1900  
24-hour toll-free Crisis Line: 1-877-634-2723  
Phone: (928) 527-1900  
www.northlandfamily.org

## SPECIFIC TO CHILDREN

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

## Arizona's Children Association

Phone: (520) 622-7611  
www.arizonaschildren.org/

## SPECIFIC TO DOMESTIC VIOLENCE

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

## Arizona Coalition To End Sexual and Domestic Violence

Phone: (602) 279-2900  
Toll-free: 1-800-782-6400  
TTY: (602) 279-7270  
www.azcadv.org

## Valley Youth Organization –

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

## OTHER IMPORTANT RESOURCES:

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

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

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

### GENDER/SEX

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

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

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

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

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

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

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

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

# STUDENT RIGHTS AND RESPONSIBILITIES

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

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

## OTHER COMPLAINTS AND CLERY REPORTING OBLIGATION

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

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

## RECEIPT OF TITLE IX COMPLAINT

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

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

Upon receipt of a complaint:

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

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

- Upon receipt of a complaint, the Campus Director and, if necessary, Human Resources' staff, will investigate the complaint.
- The Campus Director and, if necessary, Human Resources' staff, will determine the identity and contact information of the complainant, whether that will be the initiator, the alleged victim, or a College proxy or representative;
- The Campus Director and, if necessary, Human Resources' staff, will collaborate with the complainant to identify the correct policies allegedly violated;

- The Campus Director and, if necessary, Human Resources' staff, will conduct an immediate initial investigation to determine if there is **reasonable cause** to charge the accused individual, and what policy violations should be alleged as part of the complaint;
- If reasonable cause does not exist, the Campus Director and, if necessary, Human Resources, will so notify the Title IX/SaVE Coordinator. If the Coordinator does not agree with the determination of "no reasonable cause," the Coordinator may take jurisdiction over the complaint;
- If a reasonable cause exists, the Campus Director and, if necessary, Human Resources' staff, will prepare and propose a Notice of Charges on the basis of the initial investigation and submit it to the Title IX/SaVE Coordinator for further action;
- Once the Title IX/SaVE Coordinator receives a copy of the report of initial findings, the Title IX/SaVE Coordinator and, if necessary, Human Resources' staff, will review the findings and make an additional determination as to whether **reasonable cause** exists to bring charges against the accused individual.

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

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

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

## PRESENTATION OF NOTICE OF CHARGES AND CONTINUED INVESTIGATION OF COMPLAINT

- If the Title IX/SaVE Coordinator has determined that there is sufficient evidence to support a reasonable cause and approved the Notice of Charges, the investigator and Title IX/SaVE Coordinator will collaborate with the Campus Director and Chief Operating Officer, or if necessary, Human Resources' staff, to determine the need for additional, short term remedial actions for any parties involved in the complaint. Any additional, short term remedial actions deemed necessary prior to the continuation of the investigation shall be carried out by the Campus Director and if necessary, Human Resources. They will communicate to the complainant the continuation of the investigation and intent to present the accused with a Notice of Charges. The Campus Director and, if necessary, Human Resources' staff, will simultaneously and in writing present the accused with the official Notice of Charges. They will also communicate and carry out all additional, short term remedial actions for any involved party that is a student; Human Resources will also communicate and carry out all additional, short term remedial actions for any involved party that is an employee deemed necessary, prior to the continuation of the investigation.

# STUDENT RIGHTS AND RESPONSIBILITIES

- The investigator will continue the investigation and conduct a thorough, reliable, and impartial investigation by developing an investigation plan, including as much as reasonably possible, giving each party an equal opportunity to present witnesses and other evidence and be represented by an advisor of their choosing.
- The investigator will complete the investigation without unreasonable deviation from the intended timeline.
- Any requests for updates on the status of the investigation prior to its completion should be directed to the Title IX/SaVE Coordinator or Human Resources' staff.
- The investigator will make a finding based on a **preponderance of the evidence** (whether a policy violation is more likely than not).
- Upon completion of the investigation, the investigator will present all findings to the Title IX/SaVE Coordinator.
- Once the investigation findings are approved or not approved by the Title IX/SaVE Coordinator, the Title IX/SaVE Coordinator will communicate the results to the Campus Director and, if necessary, Human Resources' staff.
- At any time during the process, the victim maintains their right to file a criminal complaint with local law enforcement.

## INVESTIGATION FINDINGS: COMMUNICATION

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

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

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

## INVESTIGATION FINDINGS: ACCEPTANCE AND SANCTION PROCESS WHERE THERE IS ACCEPTANCE

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

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

## INVESTIGATION FINDINGS: APPEAL PROCESS

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

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

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

# STUDENT RIGHTS AND RESPONSIBILITIES

## REJECTION OF APPEAL

- If the appeal does not meet the stated grounds for the appeal, the appeal will be rejected by the Chief Operating Officer or designee and the decision to reject the appeal will be communicated to the Title IX/SaVE Coordinator. The Title IX/SaVE Coordinator will inform the Campus Director or designee and if necessary Human Resources of the decision. The Campus Director or designee, shall, *within two (2) business days* of the appeal determination, barring documented unforeseen circumstances, simultaneously and in writing inform the complainant and the accused of the appeal decision.
- If the appeal is rejected by the Chief Operating Officer or designee, the Campus Director will then determine sanctions *within seven (7) business days* following the communication of the rejection of the appeal, barring documented unforeseen circumstances.

## SUPPORTED APPEAL AND NEW INVESTIGATION

- If the Chief Operating Officer or designee determines there is sufficient evidence to support an appeal, the Chief Operating Officer or designee will inform the Title IX/SaVE Coordinator of this determination *within five (5) business days* of the Title IX/SaVE Coordinator's acknowledgement of the party's intent to appeal.
- If the appeal determination requires a review of the investigation, the Title IX/SaVE Coordinator will then return the case to the Campus Director for further investigation *within three (3) business days* of receipt of the appeal determination by the Chief Operating Officer and a new investigator will be assigned.
- The appeal investigation will be completed *within fourteen (14) calendar days*, barring documented circumstances that may extend the investigation.
- Upon completion of the appeal review, the investigator will present all findings to the Title IX/SaVE Coordinator.
- Once the appeal review findings are submitted to the Title IX/SaVE Coordinator, the Chief Operating Officer will make an appeal determination. The Title IX/SaVE Coordinator will report the outcome to the Campus Director or designee or if necessary, to Human Resources, who will in turn communicate the appeal findings, simultaneously and in writing, to the complainant and the accused.

## NEW INVESTIGATION OUTCOME

- Where the accused individual is found not responsible for the alleged violation(s) upon appeal, the investigation will be closed. The Campus Director or designee, or if necessary Human Resources, will communicate this information to both the complainant and accused simultaneously and in writing.
- Additionally, the Campus Director or designee will consult with the Title IX/SaVE Coordinator and Human Resources (when necessary) to consider the reversal of any remedial actions taken.
- Where the accused individual is found responsible for the alleged violation(s) upon appeal, the Campus Director or designee or if necessary Human Resources, will communicate this information to both the complainant and accused simultaneously and in writing.

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

## ADDITIONAL INFORMATION FOR SEXUAL MISCONDUCT INVESTIGATIONS

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

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

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

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

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

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

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

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

**Character.** All parties to a complaint have a right not to face questions or discussion about their character unless such information is highly relevant to determining whether the policy has been violated.

# STUDENT RIGHTS AND RESPONSIBILITIES

**Notice of When Complaint Delivered to Accused.** Complainants are notified in advance regarding when notice of the complaint is delivered to the accused, so as to protect Complainants from potential retaliation.

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

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

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

## Interim Protections or Remedies

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

## SANCTION PROCESS

### DETERMINATION OF SANCTIONS WHERE FINDINGS ACCEPTED

See above, under: INVESTIGATION FINDINGS: ACCEPTANCE AND SANCTION PROCESS WHERE THERE IS ACCEPTANCE

### DETERMINATION OF SANCTIONS WHERE FINDINGS NOT ACCEPTED; APPEAL PROCESS

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

- o the potential of bias by a panel member(s) which may have deprived the process of impartiality in a way that was outcome determinative; or
  - o a belief that a sanction(s) is substantially disproportionate to the severity of the offense.
- The sanction appeal will be reviewed by the Chief Operating Officer or designee *within five (5) business days* of the sanction appeal notice, barring documented unforeseen circumstances, to determine whether there are sufficient grounds for appeal.

### WHERE THERE ARE NO GROUNDS FOR APPEAL

- If the appeal does not state a ground for appeal or sufficiently meet the grounds for appeal, the appeal will be rejected by the Chief Operating Officer or designee and the decision to reject the appeal communicated to the Title IX/SaVE Coordinator. The Title IX/SaVE Coordinator will inform the Campus Director or designee and, if necessary, Human Resources of the decision.
- The Campus Director or designee will simultaneously and in writing inform the complainant and the accused of the rejection of the appeal *within seven (7) business days* of the determination, barring documented unforeseen circumstances.
- The Campus Director or designee will impose all sanctions on the accused student for the violation. Human Resources will impose all sanctions on the accused employee. Once the sanctions are carried out, the Campus Director or designee will inform the Title IX/SaVE Coordinator, thereby closing the case.

### WHERE SANCTION APPEAL IS GRANTED

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

## SPECIAL PROCEDURAL PROVISIONS FOR SEXUAL MISCONDUCT SANCTION PROCESS

**Advisor.** The accused and complainant to sexual misconduct complaints have the right to the same opportunities to have an advisor of their choice, including the opportunity to be accompanied to any related meeting or proceeding by that advisor.

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

# STUDENT RIGHTS AND RESPONSIBILITIES

## ABUSE-FREE ENVIRONMENT

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

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

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

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

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

## CRIME AWARENESS AND CAMPUS SECURITY

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

As part of the “Institutional Security Policies and Crime Statistics” regulations (Section 668.48) we must notify students of our regulations regarding the reporting and documenting of crimes that occur on campus. Every Arizona College student has the option to notify proper law enforcement authorities, including on-campus (Administrator) and local police, and the option to be assisted by campus authorities (Administrator) in notifying these authorities, if the student chooses to do so.

## MALPRACTICE AND LIABILITY COVERAGE

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

## COPYRIGHT ACT COMPLIANCE

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

## TECHNOLOGY RESOURCE STANDARDS

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

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

## PARKING

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

## INSTRUCTIONAL METHODOLOGY

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

## TARDY FOR EXAM

Students arriving late for an exam will take the exam during the remaining class time. The testing period ends at the conclusion of the class period. The exam will be scored at full credit. Once commencing an examination, a student has until the end of the period to complete it.



# STUDENT RIGHTS AND RESPONSIBILITIES

If a student does not attend the testing period, the exam will be made up on the scheduled examination make up day at one-half credit or full credit with third party approved documentation.

## COLLEGE REVISION/CHANGES

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

## CELL PHONES

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

## VOICE/AUDIO RECORDING

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

## LAPTOP USE

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

## ALLIED HEALTH DRESS CODE

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

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

- The student uniforms must be neat and clean, and properly fit.
- A Student Photo ID tag must be worn and visible at all times in classroom and clinical settings.
- Uniform style shoes or white leather sport shoes, non-porous and closed without a heel. The shoe should present minimal color. Laces must be tied, clean and white.
- Plain white or black shirt may be worn under the uniform tunic top (tucked into scrub bottoms) to cover tattoos or provide warmth.

- Hair must be clean and pulled back from the face while in uniform. Hair color that is distracting or not natural is prohibited.
- No hats, caps, or bandannas of any kind may be worn in the classroom or clinical setting.
- No visible tattoos are permitted. Tattoos must be covered at all times in classroom and clinical settings.
- Small plain earrings may be worn in pierced ears. No body piercing jewelry is to be visible. Clear spacers may replace body piercings while in class or at clinical. Dermal implants should be covered with a flesh colored bandage. This policy is in effect for the safety of both students and patients to eliminate potential sources of infection and/or injury as well as to avoid distractions to patients/clients who are in the care of students. Clinical facilities may have additional guidelines that will be required.
- Jewelry is to be kept minimal. Only wedding/engagement rings and a wristwatch are allowed. No necklaces, pins or bracelets are to be worn with the uniform.
- Makeup should be minimal and natural.
- Facial hair must be short and neatly trimmed.
- Fingernails must be natural (no acrylics), short and neatly trimmed. Clear or pale color polish is encouraged.
- Students must maintain personal hygiene. Students must bathe daily and use deodorant. No offensive body odors such as tobacco, perfumes, etc.

## NURSING, BSN DRESS CODE

See Nursing Student Handbook.

## CONDUCT

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

### Unprofessional Behavior

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

# STUDENT RIGHTS AND RESPONSIBILITIES

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

## Academic Integrity

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

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

## Procedure

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

- Once a report is filed, the appropriate Instructor and Program Director discuss the allegation with the student. The student may present evidence regarding the allegation. Student may admit or deny the allegation. At all times, the Instructor and Program Director will conduct the investigation in a manner that protects the rights of the student.
- Upon investigation, if the Instructor/Director finds no merit to the allegation the charges will be dismissed.

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

## Sanction for Violations of Professional Conduct

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

### First Offense

#### Mandatory Sanctions

- Warning – A verbal or written notice to the student

#### Discretionary Sanctions

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

### Second Offense

#### Mandatory Sanctions

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

#### Discretionary Sanctions

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

### Third Offense

#### Mandatory Sanctions

- Suspension for up to three months

#### Discretionary Sanctions

- Permanent expulsion from Arizona College

# STUDENT RIGHTS AND RESPONSIBILITIES

## Sanctions for Violations of Academic Integrity

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

### First Offense

#### Mandatory Sanctions

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

#### Discretionary Sanctions

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

### Second Offense

#### Mandatory Sanctions

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

#### Discretionary Sanctions

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

### Third Offense

#### Mandatory Sanctions

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

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

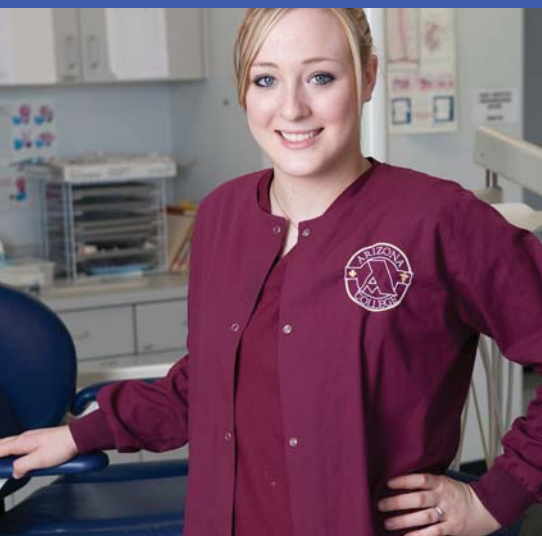
## RADIATION MANAGEMENT

Arizona College has an institutional policy on radiation management that complies with applicable regulations related to radiation hygiene and protection, ionizing radiation. A copy of the policy can be located at <http://www.arizonacollege.edu/disclosures/>



## ARIZONA COLLEGE HEALTHCARE TRAINING

Accredited Education in Health Occupations



**ARIZONA COLLEGE**

2017 Academic Catalog

[www.arizonacollege.edu](http://www.arizonacollege.edu)

2017  
Arizona College  
Academic Catalog  
No. 17, Vol 1  
Catalog Addendum

*Since the publication of the 2017 Academic Catalog the following changes have been implemented. All changes will be included in the publication of the 2017 Academic Catalog.*

<i>Pages on which change appears</i>	<i>Effective date of change</i>	<i>Change or updates</i>
8	4/21/2017	<p>The Catalog currently states:</p> <p><b>PREREQUISITES</b>            To enroll in the program, students must have completed 40 credits with a grade of “C” or better (18q credits in Health Care Related Courses)</p> <p>The Catalog update will state:</p> <p><b>PREREQUISITES</b>            To enroll in the program, students must have graduated from a program in an Allied Health field that includes at least 40 quarter credits with a cumulative g.p.a. of 2.0 or better (18 quarter credits in Health Care Related Courses)</p>
48	10/13/17	<p>The following is added to regulatory bodies that student may address grievances to if not resolved by the college:</p> <p>Commission on Postsecondary Education            8778 South Maryland Parkway Suite 115            Las Vegas, Nevada 89123            702-486-7330  <a href="http://www.cpe.state.nv.us">www.cpe.state.nv.us</a></p>
52	10/13/17	<p>The catalog currently reads:</p> <p>CPR certification is offered to all students during their program. CPR class is held at the College regularly. Registration is required and students may do so at the front desk.</p> <p>The catalog revision:</p> <p>CPR certification is offered to all students during their program as part of the curriculum. Massage Therapy students are not required to become CPR certified</p>

11	10/13/17	<p>The Program of student for the Health Information Specialist program is being replaced with the following Grid:</p> <table border="1" data-bbox="444 254 1292 1472"> <thead> <tr> <th data-bbox="444 254 553 436">Course Number</th> <th data-bbox="553 254 932 436">Course Titles</th> <th data-bbox="932 254 1024 436">Lecture</th> <th data-bbox="1024 254 1101 436">Lab</th> <th data-bbox="1101 254 1224 436">Practicum, Externship, Internship</th> <th data-bbox="1224 254 1292 436">Credit</th> </tr> </thead> <tbody> <tr> <td>ADM 101</td> <td>Career Development</td> <td>16</td> <td>16</td> <td>-</td> <td>2.5</td> </tr> <tr> <td>ADM 107</td> <td>Medical Administrative Practices</td> <td>23</td> <td>9</td> <td>-</td> <td>2.5</td> </tr> <tr> <td>BIO 126</td> <td>The Body as a Whole</td> <td>32</td> <td>-</td> <td>-</td> <td>3.0</td> </tr> <tr> <td>BIO 127</td> <td>The Body's Circulation and Defense</td> <td>32</td> <td>-</td> <td>-</td> <td>3.0</td> </tr> <tr> <td>MTP 118</td> <td>Medical Terminology and Pharmacology</td> <td>32</td> <td>-</td> <td>-</td> <td>3.0</td> </tr> <tr> <td>COM 108</td> <td>Microcomputer Concepts and Keyboarding</td> <td>16</td> <td>16</td> <td>-</td> <td>2.5</td> </tr> <tr> <td>HIS 105</td> <td>Medical Coding- CPT/HCPCS</td> <td>-</td> <td>32</td> <td>-</td> <td>2.0</td> </tr> <tr> <td>HIS 107</td> <td>Medical Coding ICD-10</td> <td>-</td> <td>32</td> <td>-</td> <td>2.0</td> </tr> <tr> <td>HIS 114</td> <td>Health Insurance Management</td> <td>16</td> <td>16</td> <td></td> <td>2.5</td> </tr> <tr> <td>HIT 207</td> <td>Health Law Concepts and Compliance</td> <td>32</td> <td>-</td> <td>-</td> <td>3.0</td> </tr> <tr> <td>HIS 101</td> <td>Introduction to Health Information Technology &amp; Delivery systems</td> <td>16</td> <td>16</td> <td></td> <td>2.5</td> </tr> <tr> <td>HIS 115</td> <td>Health Insurance Claims</td> <td>16</td> <td>16</td> <td>-</td> <td>2.5</td> </tr> <tr> <td>HIS 102</td> <td>Medical Records &amp; Healthcare Reimbursement</td> <td>16</td> <td>16</td> <td>-</td> <td>2.5</td> </tr> <tr> <td>MAP 118</td> <td>Electronic Medical Records</td> <td>16</td> <td>16</td> <td>-</td> <td>2.5</td> </tr> <tr> <td>MAP 208</td> <td>Computerized Office Management- Medisoft</td> <td>16</td> <td>16</td> <td>-</td> <td>2.5</td> </tr> <tr> <td>EXT 200</td> <td>Externship</td> <td>-</td> <td>-</td> <td>200.00</td> <td>6.5</td> </tr> <tr> <td colspan="5"></td> <td>45.0</td> </tr> <tr> <td colspan="2"></td> <td>279</td> <td>201</td> <td>200</td> <td>0</td> </tr> </tbody> </table>	Course Number	Course Titles	Lecture	Lab	Practicum, Externship, Internship	Credit	ADM 101	Career Development	16	16	-	2.5	ADM 107	Medical Administrative Practices	23	9	-	2.5	BIO 126	The Body as a Whole	32	-	-	3.0	BIO 127	The Body's Circulation and Defense	32	-	-	3.0	MTP 118	Medical Terminology and Pharmacology	32	-	-	3.0	COM 108	Microcomputer Concepts and Keyboarding	16	16	-	2.5	HIS 105	Medical Coding- CPT/HCPCS	-	32	-	2.0	HIS 107	Medical Coding ICD-10	-	32	-	2.0	HIS 114	Health Insurance Management	16	16		2.5	HIT 207	Health Law Concepts and Compliance	32	-	-	3.0	HIS 101	Introduction to Health Information Technology & Delivery systems	16	16		2.5	HIS 115	Health Insurance Claims	16	16	-	2.5	HIS 102	Medical Records & Healthcare Reimbursement	16	16	-	2.5	MAP 118	Electronic Medical Records	16	16	-	2.5	MAP 208	Computerized Office Management- Medisoft	16	16	-	2.5	EXT 200	Externship	-	-	200.00	6.5						45.0			279	201	200	0
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52	10/13/17	<p>HIS 101 Course description is being added:</p> <p>This course presents the importance of quality in the delivery of health care, describing the various methods of evaluating and improving the quality of care rendered in today's health care systems. The core focus is the crucial role of HIS in the quality assessment process. This course will also introduce students to the history of the American Healthcare system, government regulations in healthcare, methods of reimbursement, legal issues and professional ethics.</p> <p>And HIS 102 course description is being added:</p>																																																																																																																		

		This course will introduce students as to how reimbursement is accomplished in the healthcare industry, who is involved in the reimbursement process, the methodologies that are used to calculate reimbursement, and how health information technology professionals are involved in the process.					
15	10/13/17	The Program of student for the Pharmacy Technician program is being replaced with the following Grid:					
		Course Number	Diploma level	Course Titles	Lecture	Lab	Practicum, Externship, Internship
		ADM 101	*	Career Development	16	16	-
		ADM 107	*	Medical Administrative Practices	23	9	-
		BIO 126	*	The Body as a Whole	32	-	-
		BIO 127	*	The Body's Circulation and Defense	32	-	-
		MTP 118	*	Medical Terminology and Pharmacology	32	-	-
		COM 108	*	Microcomputer Concepts and Keyboarding	16	16	-
		PHM 111	*	Pharmacology:Cardiovascular & Renal	32	-	-
		PHM 114	*	Pharmacology: Nervous, Ear & Eye	32	-	-
		PHM 130	*	Pharmacy Law & Ethics	32	-	-
		PHM 117	*	Health & Wellness with Blister Packaging	32	-	-
		PHM 121	*	Sterile Preparations: IV Basics	-	32	-
		PHM 122	*	Sterile Preparations: TPN & Chemotherapy	-	32	-
		PHM 123	*	Sterile Preparations: Special Therapies	-	32	-
		PHM 133	*	Pharmacy Calculations	32	-	-
		PHM 142	*	Data Entry Systems & Third Party Billing	- 16	16	-
		PHM 151	*	Retail Pharmacy Systems	16	16	-
		PHM 152	*	Inventory Systems & Non-Sterile Compounding	0	32	-
		PHM 154	*	Technology & Special Topics	16	16	-
		EXT 160		Externship	-	-	160.00

7 10/13/17 The Program of student for the Dental Assistant program is being replaced with the following Grid:

Course Number	Course Titles	Lecture	Lab	Practicum, Externship, Internship	Credit
ADM 101	Career Development	16	16	-	2.5
ADM 107	Medical Administrative Practices	23	9	-	2.5
BIO 126	The Body as a Whole	32	-	-	3.0
BIO 127	The Body's Circulation and Defense	32	-	-	3.0
MTP 118	Medical Terminology and Pharmacology	32	-	-	3.0
COM 108	Microcomputer Concepts and Keyboarding	16	16	-	2.5
DENT 112	Infection Control and Medical Emergencies Lecture & Lab	16	16	-	2.5
DENT 113	Dental Basics & Chairside Assisting	32	-	-	3.0
DENT 125	Radiology	32	-	-	3.0
DENT 126	Restorative Dentistry	32	-	-	3.0
DENT 127	Oral Health	32	-	-	3.0
DENT 128	Dental Specialties	32	-	-	3.0
DCP104	Chairside Assisting Lab	-	32	-	2.0
DCP 105	Radiology Lab	-	32	-	2.0
DCP 106	Restorative Dentistry Lab	-	32	-	2.0
DCP 107	Oral Health Lab	-	32	-	2.0
DCP 108	Dental Specialties Lab	-	32	-	2.0
DAP 115	Dental Office Management-Dentrix, Patient & Records	16	16	-	2.5
EXT 300	Externship	-	-	300.00	10.0



		343 233 300 56.5
52	10/13/17	<p>The catalog currently reads:</p> <p>CPR certification is offered to all students during their program. CPR class is held at the College regularly. Registration is required and students may do so at the front desk.</p> <p>The catalog revision:</p> <p>CPR certification is offered to all students during their program as part of the curriculum. Massage Therapy students are not required to become CPR certified</p>
?	1/1/2018	<p>The catalog currently reads:</p> <p><i>Achieve a “B” or higher in three of the four required science courses (Chemistry, Microbiology, Anatomy &amp; Physiology I or II)</i>  <i>Achieve a “B or higher in Statistics</i>  <i>Achieve a “C” or higher in all other general education courses”</i></p> <p><i>The catalog revision:</i></p> <p><i>Achieve a “B” or higher in the five required science courses (Chemistry, Microbiology, Anatomy &amp; Physiology I and II, and Pathophysiology)</i>  <i>Achieve a “B or higher in Math and Statistics</i>  <i>Achieve a “C” or higher in all other general education courses”</i></p>
37	1/1/2018	<p>The catalog currently reads:</p> <p>Science-related general education courses must have been completed within five years of starting classes at Arizona College.</p> <p>The catalog revision:</p> <p>Science and math related general education courses must have been completed within five years of starting classes at Arizona College.</p>
29	10/19/17	<p>The catalog currently reads:</p> <p>“Complete all science courses within the last ten years.” Under the requirement to enter core nursing.</p> <p>The catalog revision:</p> <p>This line is removed from this section. Timeline for prior learning is detailed in another section.</p>

28	10/27/2017	The Reference to TASC and HiSet on these page did not include the appropriate trademark symbol of TASC™ & HiSET®
9	1.3.2018	ENG 102 is removed and replaced with ENG 111. HC Gen 109 should also be removed and replaced with ECO 101.
37	1.11.2018	ATB has been removed from the entrance options
		Nevada refund policy is updated to reflect courses rather than program
	11/20/2017	All references to “GED®” are replaced with “high school equivalency” except on pg. 28
	1/22/2018	CLS 107 is 10 lecture hours and 24 labs hours and 2 credit hours
		<hr/> <hr/> <hr/> <hr/>
		<p>The following course descriptions are added to the Allied Health course listings:</p> <p>Dent 112 2.5 credit <b>INFECTION CONTROL AND MEDICAL EMERGENCIES LECTURE &amp; LAB</b> This course is an overview of infection control measures, microbiology and management of hazardous materials, vital signs and medical emergencies. Students learn infection control measures, proper hand washing technique, treatment room set-up, and patient positioning. Also presented are medical histories, vital signs, oral examinations, OSHA incident reports and the MSDS manual.</p> <p>DENT 113 3 credits <b>DENTAL BASICS</b> This course covers an orientation to the dental office, embryology, histology, morphology, head and neck anatomy, and pharmacology and is an introduction to chairside dentistry including dental terminology, instrument identification and transfer, dental charting, and anesthesia and sedation.</p> <p>DAP 115 2.5 Credits <b>PATIENT AND RECORDS MANAGEMENT</b> This course provides an overview of dental ethics and jurisprudence, record filing and management, patient relations, appointment scheduling techniques, credit and collections</p>

		<p>and recall methods. Students will also explore inventory management, financial arrangements, accounts payable and receivable, Dentrix software applications and management of insurance.</p> <p>PHM 130 3 Credits <b>PHARMACY LAW &amp; ETHICS</b> This course covers federal and state laws governing the practice of pharmacy. It covers ethical issues in the healthcare field and their relationship to pharmacy. Students will review real case studies and be drawn into ethical issues which will enhance critical thinking and broaden their perspectives. Key topics include workplace safety, ethics, and other key topics recommended by PTCB and ASHP.</p> <p>PHM 117 3 Credits <b>HEALTH AND WELLNESS WITH BLISTER PACKAGING</b> This course explores the increasing popularity of over-the-counter medications and supplements. Students become familiar with indications for use, dosage recommendations, side effects, warnings and precautions of some of the most popular herbals and supplements. Vitamins and common active ingredients in over-the-counter products are taught, along with their indications for use.</p>
		<p>The following course Descriptions have updated Credit hour values:</p> <ul style="list-style-type: none"> <li>• DENT 125 – 3 Credits</li> <li>• DENT 126 – 3 Credits</li> <li>• DENT 127 – 3 Credits</li> <li>• DENT 128 – 3 Credits</li> <li>• HIS 105 – 2 Credits</li> <li>• HIS 107 – 2 Credits</li> <li>• PHM 111 – 3 Credits</li> <li>• PHM 114 – 3 Credits</li> <li>• PHM 121 – 2 Credits</li> <li>• PHM 122 – 2 Credits</li> <li>• PHM 123 – 2 Credits</li> <li>• PHM 133 – 3 Credits</li> <li>• PHM 142 - 2.5 Credits</li> <li>• PHM 151 – 2.5 Credits</li> <li>• PHM 152 – 2 Credits</li> <li>• PHM 154 – 2.5 Credits</li> </ul>
38	2.24.2018	<p>The following paragraph is removed:</p> <p>Tuition and fees are due and payable in full at registration. The College reserves the right to change tuition, registration fees and other charges without advance notice. Students currently enrolled in a program are not affected by such changes. Each program requires an initial registration and processing fee of \$25.00. Students are expected to supply their own paper, pencils, pens, notebooks and calculators.</p>
38	2.24.2018	<p>Tuition prices have increased to:</p> <p>Dental Assisting 17,860 Health Information Specialist 15,660 Healthcare Administration 15,660 Massage Therapy 15,474 Medical Assiting w/Phlebotomy 15,660 Pharmacy Technician 15,660</p> <p>Also BSN Resource fee has increased to \$442</p>

18	2.24.2018	In the course descriptions on pg 18 there are two ADM-D courses listed. The first 2.5 credit course should not have the “-D” in the prefix. This is to differentiate the course from the previous ADM course in the Dental program.
18	2.24.2018	ADM-D course is to be removed from the course descriptions. The Dental program of study no longer includes the 3 credit hour course and now the program is using the ADM 2.5 credit hour course used by other programs. This change is noted on the addendum on page C-4
28	3/26/2018	<p>The Following section has been added to follow the “program delivery” section of the Catalog description of nursing program</p> <p><b>Distance Education Expectations</b></p> <p><b>1. Weekly Schedule</b></p> <p>a. The Blended Learning week begins on Monday (Day 1) and ends on Sunday (Day 7).</p> <p><b>2. Student Access</b></p> <p>a. Students will have access to their course the Friday before the start date of their class to adequately prepare for their face to face meeting.</p> <p><b>3. Student Discussion/Participation/Engagement</b></p> <p>a. To earn full points for discussion, students must meet the requirements outlined in the syllabus.</p> <p><b>4. Discussion Questions</b></p> <p>a. Students are expected to post their initial discussion question (DQ) 3 days after the class meeting by 23:59. They are also expected to post <b>2 substantive responses</b> to 2 separate classmates’ initial discussion posts by 23:59 two days from their original posting.</p> <p><u>Example:</u> Your class is on Tuesday and you have a DQ assigned for that class. Your initial post is due by 23:59 on Friday. Your response to a minimum of two classmates is due by 23:59 on Monday.</p> <p>b. A substantive post:</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Provides additional information on the topic, supported with professional resources.</li> <li>• Is scholarly in nature using a professional tone.</li> <li>• Includes proper academic writing such as spelling, grammar, and sentence structure.</li> </ul> <p>c. Responses should be posted directly onto the discussion board; a Word document attachment including the response should also be posted. The word document should be in APA format.</p> <p><b>5. Late Assignments</b></p> <p>a. Assignments are to be turned in on time. Failure to do so will result in a penalty consistent with the policy stated in the course syllabi. A penalty of 10% may be deducted for each calendar day late for a total of three days.</p> <p>b. Failure to submit the assignment after the 3-day period will result in a grade of zero.</p>

		<p><b>6. Time Requirement</b></p> <p>a. Plan to spend sufficient time on the course. Students are expected to put in the same amount of time in online courses as they would if they were face to face courses on-campus. For example, if a course meets on-campus it would meet for 3-4 hours each week for 8 weeks. Thus, you would be expected to spend at least 3-4 hours each week for the online portion of each class (e.g., readings, Discussion questions, learning activities, chat sessions).</p> <p><b>7. Communication</b></p> <p>a. Check the Announcements in Canvas for each of your classes on a daily basis. Checking once a day will ensure that you are aware of any new information being conveyed through the Announcements content area for the class.</p> <p>b. Communicate with the instructor. Even though you may not see the instructor each week, any needed communication with the instructor should be done via email, or telephone in a timely, prompt manner. Please check your course syllabi for the instructor’s preferred method of communication, as well as office hours.</p> <p>c. Log-in to your Arizona College email account daily. All Arizona College communication related to courses, student account services, etc. is directly linked to your Arizona College account and cannot be changed.</p>
38	8/23/2017	The Registration fee for Nursing has been adjusted from \$25 to \$49

# Glendale Campus Catalog Addenda

Effective 10/17/2017

**OWNERSHIP:**

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

**NATIONAL LEADERSHIP:**

Nick J. Mansour III	President and Chief Executive Officer	Master of Business Administration	Stanford University
Marie Hallinan	COO of Nursing	M.A. English	University of Dayton
Ryan Svendsen	VP of Finance	Bachelor Business Administration	University of Arizona
Damien Mach	VP of Admissions	Master of Business Administration	Keller Graduate School of
Erik Sisak	VP of Marketing	Master Business Administration,	Business
		Marketing	Carnegie Mellon University
Rhoberta Haley	Chief Academic Officer	Doctor of Philosophy	University of San Diego
Cheryl Kindred	Executive Director of Allied Health	Master Business Administration,	Business
		Marketing	Carnegie Mellon University
Matthew D. Calhoun	Director of Regulatory Affairs & Compliance	Master of Education	Northern Arizona University

**CAMPUS ADMINISTRATION:**

Juan Sanchez	Director Of Financial Aid		
Lisa Beaman	Director of Career Services		
Amber N. Brewer	Director of Enrollment Services	Masters of Organizational Management	University of Phoenix

**FACULTY:**

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

# Mesa Campus Catalog Addenda

Effective 10/24/2017

**ADMINISTRATION:**

Michael Cook	General Education Chair		
Sharon Williams	Career Services Advisor		
Victor Quezada	Business Operations Manager	Master of Business Administration	University of Phoenix
Cole Leslie	Director of Admission (Allied Health)		
Stephanie Bondeson	Program Manager-Nursing		
Eric Rollins	Director of Admissions (Nursing)		

**FACULTY:**

Alexandra McPherson	Instructor- Health Information		
Kim Abdelaziz	Nursing Simulation Manager	Masters of Science in Nursing Leadership	Grand Canyon University
Ronda Doolen	Nursing Core Chair	Master of Science in Nursing Leadership	Grand Canyon University
Aaron Cyr	Nursing Faculty	Masters in Nursing Education	Grand Canyon University
Tamara Greabell	Nursing Faculty	Masters in Management and Leadership	Webster University
Karen Greenburg	Nursing Faculty	Masters of Science in Nursing Leadership	Grand Canyon University
Holly Howard	Nursing Faculty	Masters in Nursing Education	Arizona State University
Amber Kool	Nursing Faculty	Masters in Nursing Education	Grand Canyon University
Cynthia North	Nursing Faculty	Masters in Nursing Education	Arizona State University
Mary Thomas	Nursing Faculty	Masters of Science in Health Education	University of Nebraska
Danielle Luna	Instructor-Healthcare Administration	Master of Education in Global Training and Development	North Central University
Dorothy Faltys	Nursing Faculty		
Geri Castro	Program Director-Medical Assisting	Masters of Business Administration	Davenport University
Irais Lazo	Instructor – Health Information	Medical Billing and Coding - Diploma	Bryman School
Jamie Brabeau	Instructor – Pharmacy Technician	Pharmacy Technology - Diploma	Pima Medical Institute
Jennifer C. Laidler	Program Director- Health Information	Bachelor of Social Work	Arizona State University
Jennifer Johnson	Medical Assisting - Instructor	Medical Assisting – Diploma	Carrington College
Jennifer Turley	General Education Chair		
Jodie Lynn Denogean	Instructor – Medical Assisting	Medical Assisting Diploma	Carrington College
Kali Andrews	Instructor- Healthcare Administration	Master of Arts, Adult Education and Training	University of Phoenix
Kathleen Hoyman	Faculty-Bachelor of Nursing	Master of Science in Nursing	Grand Canyon University
Kenna Walker	Massage Therapy Clinic Supervisor	Massage Therapy – Diploma	Arizona College
Kim Abdelaziz	Nursing Faculty		
Kimberly Farned	Program Director – Dental Assisting	Bachelors of Technical Management	DeVry University
Linda Price	Instructor-Medical Assisting	Medical Assisting - Diploma	Bryman College
Michael Ryan	Program Director- Massage Therapy		
Mark Loper	Instructor – Pharmacy Technician	Associates in Arts/Pharmacy Technology Certification	Mesa Community College
Nathan Schneider	Instructor – Healthcare Administration	Master of Teaching English to Speakers of Other Languages	Arizona State University

Rekha Kishore	Instructor- Dental Assisting	Bachelor of Dental Surgery	Rajiv Gandhi University of Health Science
Robert C. Walters	Instructor- Medical Assisting	Associate of Applied Science in Medical Assisting	Lakeland Medical and Dental Academy
Stephanie Bondeson Thai Huynh	Program Director- PT/Dir of Education	Master of Education in Teaching and Teacher Education	University of Arizona
Tracey Schreiner	Dean of Nursing		



# Las Vegas Campus Catalog Addenda

Effective 10/17/2017

**ADMINISTRATION:**

Dr. Patricia Alpert Ella Alvarez	Dean of Nursing Financial Aid Representative	Doctorate in Preventive Care	Loma Linda University
Catherine Chege Kiersten Garcia	Director of Admissions Director of Financial Aid	Master of Business Administration	University of Phoenix

**ARIZONA COLLEGE FACULTY:**

Ayesha Khawaja Marni Montgomery-Blake Jennifer Gormly Dr. Robert Vaughn Dr. Daniel Navarro	Lab and Sim Director BSN Program Manager Learning Resources Coordinator General Education Chair Acting Core Nursing Chair	Master of Public Health Bachelor of Arts in Elementary Ed. Master of Special Education Ph.D. Physics Doctorate in Nursing Practice	Kaplan University Idaho State University California State University, Fresno University of Nevada, Las Vegas University of Nevada, Las Vegas
Shannon Scott Dr. Diane Thomason Marianne Tejada Maria Stafford Corey Geurink	Core Nursing Faculty Core Nursing Faculty Core Nursing Faculty General Education Faculty General Education Faculty	MSN, Nursing Leadership PhD , Nursing DNP Master of Fine Arts Bachelor of Science, Biology	Grand Canyon University University of Washington Western Univ of Health Sciences University of Arkansas Grand Valley State Univ, MO