



# ARIZONA COLLEGE of Nursing®

## 2026

### ACADEMIC CATALOG

GET THE PROFESSIONAL  
**ADVANTAGE**

# 2026 COLLEGE OF NURSING ACADEMIC CATALOG ADDENDUM

## REVISED 02.03.26

**P 3:** Updated Accreditations

**P 42:** Updated Refund Policy for Students  
Called to Active Military Service

**P 74-75:** Updated State Grievance  
Contact Information

**P 79-80:** Updated Title IX Contact  
Information

**P 97;103-104; 106:** Updated Faculty

## REVISED 02.19.26

**P 46:** Added VBTA Policy

**P 79:** Updated Nondiscrimination  
Contact Email





## TUITION INCREASE: MAY 4, 2026 START

Students enrolling for the May 4, 2026 start will be charged the tuition and resource fees listed below

### TUITION & FEES\*

#### BACHELOR OF SCIENCE IN NURSING

CAMPUS	PER CREDIT HOUR*	TUITION*	RESOURCE FEE* (per semester)
Atlanta	\$900	\$108,000	\$700
Aurora	\$915	\$109,800	\$700
Chesapeake	\$915	\$109,800	\$700
Cincinnati	\$843	\$101,160	\$700
Cleveland	\$843	\$101,160	\$700
Columbus	\$870	\$104,400	\$700
Dallas	\$900	\$108,000 (total charges: \$114,939)	\$700
Falls Church	\$905	\$108,600	\$700
Fort Lauderdale	\$926	\$111,120	\$700
Fort Worth	\$900	\$108,000 (total charges: \$114,939)	\$700
Greenville	\$820	\$98,400	\$700
Hartford	\$915	\$109,800	\$700
Las Vegas	\$870	\$104,400	\$700
Melbourne	\$799	\$95,880	\$700
Milwaukee	\$830	\$99,600	\$700
Ontario	\$1,190	\$142,800 (total charges: \$149,149)	\$700
Phoenix	\$970	\$116,400	\$700
Salt Lake City	\$799	\$95,880	\$700
Sarasota	\$818	\$98,160	\$700
Southfield	\$930	\$111,600	\$700
St. Louis	\$880	\$105,600	\$700
Tampa	\$818	\$98,160	\$700
Tempe	\$970	\$116,400	\$700
Tucson	\$930	\$111,600	\$700

\* Arizona College of Nursing (ACN) reserves the right to increase tuition and fees and to set new fees as necessary and in the ordinary course of business. Consistent with these rights, changes may be made applicable to students already enrolled with ACN (not applicable to Ohio and Texas campuses). Notice of any changes shall be made timely and in writing. Updates to tuition and fees are published in the Academic Catalog, available on ACN's public website. Pursuant to the rights above, a scheduled tuition and fee adjustment will take effect on 5/4/2026 and will be applicable to any student enrolling for the May 2026 start, as well as any student currently enrolled on that date. Notice of this change is hereby provided for individuals signing this Agreement prior to that effective date.

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

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

#### INCLUDED IN RESOURCE FEE

\*\*Review resources for each ATI Specialty Exam administered throughout the core curriculum

Virtual library resources: LRN and CINAHL (on-line general education and nursing databases)

Initial membership in the National Student Nurses Association (NSNA)

Two (2) sets of scrubs (top & bottom)

Background screening (semester 1)

Drug screening/testing (semester 4)

Clinical compliance tracking fees

Clinical rotation fees (where applicable)

Science lab supplies

Simulation and health assessment lab supplies

On-site tutoring by credentialed faculty

Graduation regalia and nursing pin

Virtual ATI NCLEX® support provided in the Capstone course, as well as access to Virtual ATI post-graduation

Live three-day ATI NCLEX® review post-graduation

Individual ATI Virtual Tutoring extended four weeks post-graduation

Pearson VUE NCLEX test fee (Does not include retests)

Technical support

Canvas LMS Systems

Textbooks (may include physical and/or e-text). ATI, LIRN, etc.

#### INCLUDED IN PROGRAM

HESI A2

Clinical compliance tracking

#### ESTIMATED

#### VARIABLE COSTS\*\*

(not included)

	COST	SEMESTER
Registration fee	\$49	1
Physical exam & immunizations	\$200-\$300	4
Student Liability Insurance***	\$39-\$40	5
Non-porous shoes & watch w/second hand	\$100	5
Clinical equipment & supplies	\$150	5
Background check for licensure	\$49-\$112	9
Fingerprint rolling fee	\$45	9
Subsequent Random drug testing	\$35-\$40	
Additional background checks (if required)	\$100	
Interim permit (optional)	\$100	N/A





*Dallas Campus*



## CONTENTS

2026 COLLEGE OF NURSING ACADEMIC CATALOG ADDENDUM .....	II
THE CHALLENGE .....	1

### GENERAL INFORMATION..... 2

ABOUT ARIZONA COLLEGE OF NURSING .....	3
---	---

### PROGRAM OF STUDY..... 10

BACHELOR OF SCIENCE IN NURSING (BSN) .....	11
ADMISSION REQUIREMENTS .....	17
CREDIT FOR GENERAL EDUCATION .....	19
PROGRESSION IN THE BSN CURRICULUM .....	22
BACHELOR OF SCIENCE IN NURSING (BSN) COURSE DESCRIPTIONS .....	24
BACHELOR OF SCIENCE IN NURSING (BSN) COURSE DESCRIPTIONS .....	25
General Education & Science .....	25
Nursing Core .....	27

### TUITION, REFUND POLICIES & FINANCIAL AID..... 32

TUITION & FEES .....	33
STUDENT FINANCIAL ASSISTANCE .....	45

### ACADEMIC STANDARDS..... 52

GENERAL ACADEMIC STANDARDS .....	53
PROFESSIONAL STANDARDS & CODE OF CONDUCT .....	62
EXPERIENTIAL LEARNING PRACTICUM & LABORATORY .....	69

### STUDENT SUPPORT INFORMATION..... 77

STUDENT RIGHTS & RESPONSIBILITIES .....	78
ADDITIONAL CALIFORNIA SPECIFIC DISCLOSURES ..	82
SAFETY GUIDELINES .....	84
SERVICES .....	88

### ADMINISTRATION & FACULTY\*..... 89



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

Signature of College Official

Information is current as of 02/19/2026 at the time of publication. This catalog is valid through 12/31/2026. Arizona College of Nursing reserves the right to change the terms and conditions outlined in this catalog. Updated information, including additions and amendments, are available via <https://www.arizonacollege.edu/consumer-information/>. It is the responsibility of applicants and students to check online for updates in publication and abide by the policies within. The catalog published online supersedes all previously published editions and is in effect until a subsequent catalog is published.

# THE CHALLENGE



On behalf of the entire Arizona College of Nursing team: Welcome! It is our honor to support you on your educational journey to nursing.

Taking the next steps toward a Bachelor of Science in Nursing is an exciting and pivotal moment. Ahead of you is a rigorous curriculum designed to give you the technical knowledge, hands-on learning, and critical skills to prepare you to work in health care. Our faculty, staff, and clinical partners are all looking forward to guiding you through the program and toward your goals.

At Arizona College of Nursing, we believe in providing clear expectations and holistic support for each of our students. This catalog includes detailed information to answer your questions about the Arizona College of Nursing program, policies, and procedures. Additionally, there are several support teams outlined throughout the catalog available to answer any additional questions and provide assistance.

Thank you for choosing Arizona College of Nursing to pursue your education. Here is to your bright future and the amazing impact you will make in the community!

A stylized, handwritten signature in black ink, appearing to read 'Jason E. Anderson'.

**Jason E. Anderson**  
CEO



# GENERAL INFORMATION

---



---

## QUICK LINKS

---



855.706.8382



REQUEST INFO

# ABOUT ARIZONA COLLEGE OF NURSING

## MISSION

Our Mission is to prepare students to participate in society and the workforce as productive, responsible, and engaged citizens and as educated individuals to meet the community's future healthcare needs. This is accomplished through living our values and focusing on teaching within a highly structured and disciplined educational environment.

Our personalized, culturally rich, and dynamic learning environment fosters faculty, staff, and student engagement. Through didactic and clinical learning, students gain skills, attributes, and abilities that foster personal and professional growth, while preparing them as competent employees in their chosen health field.

## GOALS

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



## ACCREDITATIONS

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

ABHES  
6116 Executive Blvd., Suite 730  
North Bethesda, MD 20852  
(301) 291-7550  
<https://abhес.org>

The Bachelor of Science Nursing (BSN) program at Arizona College of Nursing is accredited by the Commission on Collegiate Nursing Education (<http://www.ccnеaccreditation.org>).

Official CCNE accreditation notifications have been submitted for all locations except for campuses which will be eligible for submission with the start of Semester 5: Atlanta, Columbus, Fort Worth and Milwaukee

## PROFESSIONAL LICENSURE

### License & Certification Requirements

Arizona College of Nursing's Bachelor of Science in Nursing program curriculum meets state educational requirements for initial licensure in Alabama, Alaska, Arizona, Arkansas, Connecticut, Delaware, Florida, Georgia, Hawaii, Idaho, Illinois, Indiana, Iowa, Kansas, Kentucky, Louisiana, Maine, Maryland, Massachusetts, Michigan, Minnesota, Mississippi, Missouri, Montana, Nebraska, Nevada, New Hampshire, New Jersey, New Mexico, North Carolina, North Dakota, Ohio, Oklahoma, Pennsylvania, Rhode Island, South Carolina, South Dakota, Tennessee, Texas, Utah, Vermont, Virginia, Washington, West Virginia, Wisconsin, Wyoming.

The Bachelor of Science in Nursing program curriculum offered at the Ontario campus meets the state educational requirements for initial licensure in California as well as the states outlined in the first paragraph of this section.

The Bachelor of Science in Nursing program curriculum offered at the Aurora campus meets the state educational requirements for initial licensure in Colorado as well as the states outlined in the first paragraph of this section.

The Bachelor of Science in Nursing curriculum does not meet the state educational requirements for initial licensure in the District of Columbia, New York, or Oregon.

Additional information about Arizona College of Nursing's programs may be found on the Arizona College of Nursing Consumer Information page at <https://www.arizonacollege.edu/consumer-information/> under Arizona College of Nursing Professional Licensure Disclosure. You are encouraged to research state licensure requirements.

## STATE APPROVALS

### Arizona

- Arizona College of Nursing located in Phoenix, Tucson, and Tempe are licensed by Arizona Board for Private Postsecondary Education.
- Arizona College of Nursing locations in Phoenix, Tucson, and Tempe hold full approval from the Arizona State Board of Nursing for the Bachelor of Science in Nursing program.

### California

- Arizona College of Nursing in Ontario is approved by California Bureau for Private Postsecondary Education (BPPE).  
NOTE: Approval to operate by the BPPE reflects that the institution has evidenced compliance with state standards as set forth in the applicable California Education Code and the California Code of Regulations.
- Arizona College of Nursing holds initial approval from the California Board of Registered Nursing for the Baccalaureate Degree Nursing program.
- Arizona College of Nursing is a private institution.

### Colorado

- Arizona College of Nursing in Aurora is provisionally authorized by the Colorado Commission on Higher Education.
- Arizona College of Nursing located in Aurora holds interim approval from the Colorado State Board of Nursing for the Bachelor of Science in Nursing program.

### Connecticut

- Arizona College of Nursing located in Hartford is authorized by the State of Connecticut Office of Higher Education (OHE).
- Arizona College of Nursing located in Hartford holds initial approval from the Connecticut Board of Examiners for Nursing for the Bachelor of Science in Nursing program.

### Florida

- Arizona College of Nursing located in Ft. Lauderdale, Melbourne, Sarasota (University Park), and Tampa are licensed by the Commission for Independent Education, Florida Department of Education. Additional information regarding this institution may be obtained by contacting the Commission at 325 West Gaines Street, Suite 1414, Tallahassee, FL 323099-0400, toll-free telephone number (888) 224-6684.
- Arizona College of Nursing located in Ft. Lauderdale, Melbourne, Sarasota (University Park), and Tampa holds approval from the Florida Board of Nursing for the Bachelor of Science in Nursing program.

### Georgia

- Arizona College of Nursing located in Sandy Springs has been granted authorization by the Georgia Nonpublic Postsecondary Education Commission.
- Arizona College of Nursing currently holds a Developmental Approval pursuant to Rule 410-8-.12 from the Georgia Board of Nursing for the Bachelor of Science in Nursing program. Furthermore, pursuant to Rule 410-8-.02 (1) (a) and Rule 410-8-.12, a site visit will be conducted by the Georgia Board of Nursing prior to being

granted Initial Approval which is required prior to the enrollment of at least twenty students in the first nursing courses. The site visit will be conducted during the Spring or Fall semester of 2026. Please note, approval from the Georgia Board of Nursing is not guaranteed. If the school is not granted initial approval from the Georgia Board of Nursing, students will have only taken general education courses. The transfer of credit policy will be followed as outlined in the catalog. If there are any concerns, please contact the Dean of Nursing at [kwanza.thomas@arizonacollege.edu](mailto:kwanza.thomas@arizonacollege.edu)

### Michigan

- Arizona College of Nursing located in Southfield is approved by the Michigan Department of Labor and Economic Opportunity.
- Arizona College of Nursing located in Southfield holds initial approval from the Michigan Board of Nursing for the Bachelor of Science in Nursing program.

### Missouri

- Arizona College of Nursing located in St. Louis is certified to operate by the Missouri Department for Higher Education.
- Arizona College of Nursing located in St. Louis holds initial approval from the Missouri State Board of Nursing for the Bachelor of Science in Nursing program.
- Pursuant to Section 335.066, RSMo, of the current Missouri Nursing Practice Act, completion of the program does not guarantee eligibility to take the licensure examination.

### Nevada

- Arizona College of Nursing located in Las Vegas is licensed by Nevada Commission on Postsecondary Education.
- Arizona College of Nursing located in Las Vegas holds full approval from the Nevada State Board of Nursing for the Bachelor of Science in Nursing program.

### Ohio

- Arizona College of Nursing located in Cincinnati, Cleveland, and



Columbus are authorized by the Ohio Department of Higher Education.

- Arizona College of Nursing holds a Certificate of Registration and Program Authorization for the Bachelor of Science in Nursing program from the State Board of Career Colleges and Schools of Ohio; Cincinnati Registration #2211, Beachwood Registration #2212; Columbus Registration #2213.
- Arizona College of Nursing located in Cincinnati, Cleveland, and Columbus hold conditional approval from the Ohio Board of Nursing for the Bachelor of Science in Nursing program.

### South Carolina

- The South Carolina Commission on Higher Education, Nonpublic Postsecondary Institution Licensing, has determined that because programs offered at Arizona College of Nursing are under the jurisdiction of the South Carolina Board of Nursing, Arizona College of Nursing is exempt from licensing in South Carolina.
- Arizona College of Nursing located in Greenville holds initial approval from the South Carolina Board of Nursing for the Bachelor of Science in Nursing program.

### Texas

- Arizona College of Nursing located in Dallas and Fort Worth are approved and regulated by the Texas Workforce Commission, Career Schools and Colleges, Austin, Texas.
- Arizona College of Nursing located in Dallas and Fort Worth are authorized by the Texas Higher Education Coordinating Board.
- Arizona College of Nursing located in Dallas holds full approval from the Texas Board of Nursing for the Baccalaureate Degree Nursing program. The Fort Worth campus is approved by the Texas Board of Nursing as an Extension of the Dallas Campus, which has Full Approval.

### Utah

- Arizona College of Nursing located in Salt Lake City is authorized to operate by the State of Utah Department of Commerce, Division of Consumer Protection.

- Arizona College of Nursing located in Salt Lake City holds approval from the State of Utah Department of Commerce, Division of Consumer Professional Licensing for the Bachelor of Science in Nursing program.

### Virginia

- Arizona College of Nursing location in Chesapeake and Falls Church are certified to operate by the State Council of Higher Education for Virginia (SCHEV).
- Arizona College of Nursing located in Chesapeake and Falls Church holds initial approval from the Virginia Board of Nursing for the Bachelor of Science in Nursing program.

### Wisconsin

- The Wisconsin Board of Nursing has given Arizona College of Nursing the approval of Authority to Admit to their Bachelor of Science in Nursing Program.
- The Milwaukee campus is approved to offer a BSN program by the Wisconsin Education Approval Program.

## STATE AUTHORIZATION RECIPROCITY AGREEMENTS

Arizona College of Nursing has been approved to participate in the Arizona Council for State Authorization Reciprocity Agreements (AZ-SARA).

Arizona College of Nursing is an institutional participant in the National Council for State Authorization Reciprocity Agreements (NC-SARA), a voluntary and regional method to oversee distance education. As a result of Arizona College of Nursing's participation in NC-SARA and approval by its home state, Arizona, Arizona College of Nursing may offer distance education programs in NC-SARA member states without further approval from the individual state. NC-SARA only applies to distance education and does not cover instruction provided on-ground at any of Arizona College of Nursing's locations. [www.nc-sara.org](http://www.nc-sara.org)

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

Any enrolled or prospective student who wishes to review the documents describing the institution's accreditation, and its State,

Federal or tribal approval or licensing, should contact Wendy Soliz, Manager of Internal Audit at [wsoliz@arizonacollege.edu](mailto:wsoliz@arizonacollege.edu).

## COLLEGE HISTORY

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

The college again relocated to 4425 West Olive in Glendale, Arizona. This 32,953-foot facility allowed the addition of new programs, as well as an increase in student populations. In 2012, the name was changed to Arizona College and a second campus was added in Mesa, Arizona.

The Bachelor of Science in Nursing program was added in 2013. This was the beginning of Arizona College of Nursing. Arizona College of Nursing has continued its growth into California, Colorado, Connecticut, Florida, Michigan, Nevada, Ohio, South Carolina, Texas, Utah, Virginia, and Wisconsin.

## MAIN CAMPUS

The Tempe campus is located in the busy Broadway curve area. It has approximately 25,000 square feet and is dedicated to nursing education. The campus has five Nursing Skills Labs equipped with hospital-style amenities that are equivalent to those used in the local hospitals, a Simulation Center with eight Simulation Bays with state-of-the-art simulation technology including high-fidelity patient simulators. The campus has 8 didactic classrooms with smartboard technology that allows for an interactive classroom environment. The campus also has two wet science labs that allows students to have hands-on experiences with chemistry and biology.

## NON-MAIN CAMPUSES

The Atlanta campus is located in Sandy Springs, Georgia. This campus has over 19,000 square feet and is dedicated to nursing education. The campus has a Nursing Skills Lab equipped with hospital-style amenities that are equivalent to those used in the local hospitals and a Simulation Center with four Simulation Bays with state-of-the-art simulation technology including high-fidelity patient simulators. The campus has four didactic classrooms with smartboard technology that allows for an interactive classroom environment. The campus also has a science lab that allows students to have hands-on experiences with chemistry and biology.

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

The Chesapeake campus is located in Chesapeake, Virginia. This campus has over 21,000 square feet and is dedicated to nursing education. The campus has a Nursing Skills Lab equipped with hospital-style amenities that are equivalent to those used in the local hospitals and a Simulation Center with state-of-the-art simulation technology including high-fidelity patient simulators. The campus has four didactic classrooms with smartboard technology that allows for an interactive classroom environment. The campus also has a science lab that allows students to have hands-on experiences with chemistry and biology.

The Cincinnati campus is located in Cincinnati, Ohio. This campus has over 20,000 square feet and is dedicated to nursing education. The campus has one Nursing Skills Labs equipped with hospital-style amenities that are equivalent to those used in the local hospitals and a Simulation

Center with four Simulation Bays with state-of-the-art simulation technology including high-fidelity patient simulators. The campus has four didactic classrooms with smartboard technology that allows for an interactive classroom environment. The campus also has two science labs that allows students to have hands-on experiences with chemistry and biology.

The Cleveland campus is located in Beachwood, Ohio. This campus has over 23,000 square feet and is dedicated to nursing education. The campus has two Nursing Skills Labs equipped with hospital-style amenities that are equivalent to those used in the local hospitals and a Simulation Center with four Simulation Bays with state-of-the-art simulation technology including high-fidelity patient simulators. The campus has three didactic classrooms with smartboard technology that allows for an interactive classroom environment. The campus also has two science labs that allows students to have hands-on experiences with chemistry and biology.

The Columbus campus is located in Columbus, Ohio. This campus has 20,610 square feet and is dedicated to nursing education. The campus has one Nursing Skills Labs equipped with hospital-style amenities that are equivalent to those used in the local hospitals and one Simulation Center with state-of-the-art simulation technology including high-fidelity patient simulators. The campus has four didactic classrooms with smartboard technology that allows for an interactive classroom environment. The campus also has one science lab that allows students to have hands-on experiences with chemistry and biology.

The Dallas campus is located in the Northeast suburbs of the Dallas metro area. It has approximately 32,000 square feet and is dedicated to nursing education. The campus has three Nursing Skills Labs equipped with hospital-style amenities that are equivalent to those used in the local hospitals and a Simulation Center with six Simulation Bays with state-of-the-art simulation technology including high-fidelity patient simulators. The campus has Six didactic classrooms. The campus also has two science labs that allow students to have hands-on experiences with chemistry and biology.

The Falls Church campus is located in Northern Virginia. This campus has over

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

The Fort Lauderdale campus is located in the heart of Cypress Creek, just east of the 95/Cypress Creek exchange. It has 22,936 square feet and is dedicated to nursing education. The Bachelor of Science in Nursing (BSN) Program is the only program offered at the Ft. Lauderdale campus. The campus has two Nursing Skills Labs equipped with hospital-style amenities that are equivalent to those used in the local hospitals, and a Simulation Center with three Simulation Bays with state-of-the-art simulation technology including high-fidelity patient simulators. The campus has five didactic classrooms, two with smartboard technology that allows for an interactive classroom environment. The campus also has two science labs that allows students to have hands-on experiences with chemistry and biology.

The Fort Worth campus is located in Fort Worth, TX. This campus has over 20,000 square feet and is dedicated to nursing education. The campus has two Nursing Skills Labs equipped with hospital-style amenities that are equivalent to those used in the local hospitals and a Simulation Center with four Simulation Bays with state-of-the-art simulation technology including high-fidelity patient simulators. The campus has five didactic classrooms. The campus also has one science lab that allows students to have hands-on experiences with chemistry and biology.

The Greenville campus is located in Greenville, South Carolina. This campus has over 23,439 square feet and is dedicated to nursing education. The campus has a Nursing Skills Lab equipped with hospital style amenities that are equivalent to those used in the local hospitals and a Simulation Center with four Simulation Bays with state-of-the-art simulation technology including high fidelity simulation manikins. The campus has five didactic classrooms

equipped with audio-visual technology that allows for an interactive classroom environment. The campus also has two science labs that allow students to have hands-on experiences with chemistry and biology.

The Hartford campus is located in East Hartford, Connecticut. This campus has over 39,000 square feet and is dedicated to nursing education. The campus has two Nursing Skills Labs equipped with hospital-style amenities that are equivalent to those used in the local hospitals and a Simulation Center with four Simulation Bays with state-of-the-art simulation technology including high-fidelity patient simulators. The campus has three didactic classrooms with smartboard technology that allows for an interactive classroom environment. The campus also has two science labs that allows students to have hands-on experiences with chemistry and biology.

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

The Melbourne campus is located in Melbourne, Florida. This campus has over 22,234 square feet and is dedicated to nursing education. The campus has a Nursing Skills Lab equipped with hospital style amenities that are equivalent to those used in the local hospitals and a Simulation Center with four Simulation Bays with state-of-the-art simulation technology including high fidelity simulation manikins. The campus has four didactic classrooms with smartboard technology that allows for an interactive classroom environment. The campus also has two science labs that allow students to have hands-on experiences with chemistry and biology.

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

The Ontario campus is located in Ontario, California. This campus has over 22,000 square feet and is dedicated to nursing education. All Ontario classes are based at this location. The campus has two Nursing Skills Labs equipped with hospital-style amenities that are equivalent to those used in the local hospitals. A Simulation Center provides state-of-the-art simulation technology including high-fidelity patient simulators. The campus has four didactic classrooms with smartboard technology that allows for an interactive classroom environment. The campus also has two Science Labs allowing students to have hands-on experiences with chemistry and biology.

The Phoenix campus is conveniently located off the I-17 in West Phoenix. This campus has over 36,000 square feet and is dedicated to nursing education. The campus has one Nursing Skills Lab equipped with hospital-style amenities that are equivalent to those used in the local hospitals, one Simulation Center with state-of-the-art simulation technology including high-fidelity patient simulators. The campus has six didactic classrooms with smartboard technology that allows for an interactive classroom environment. The campus also has two science labs that allows students to have hands-on experiences with chemistry and biology.

The St. Louis campus is located in Maryland Heights, Missouri. This campus has over 27,000 square feet and is dedicated to

nursing education. The campus has two Nursing Skills Labs equipped with hospital-style amenities that are equivalent to those used in the local hospitals and a Simulation Center with four Simulation Bays with state-of-the-art simulation technology including high-fidelity patient simulators. The campus has four didactic classrooms with smartboard technology that allows for an interactive classroom environment. The campus also has one science lab that allows students to have hands-on experiences with chemistry and biology.

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

The Sarasota campus is located on the Southwestern Coast of Florida, just south of the Tampa Bay Region. The 19,000 square foot campus is dedicated to nursing education. This campus has one Nursing Skills lab equipped with hospital-style amenities equivalent to those used in local hospitals. The campus has a Simulation Center with four Simulation Bays, and four large debrief rooms. State-of-the-art simulation technology is included in the simulation lab, including high-fidelity patient simulators. The four large campus classrooms are equipped with smartboard technology that allows for an interactive classroom experience. The campus has one science lab that includes hands-on experience areas for hands-on activities in Chemistry and Biology. The campus has a learning resource center with four group study areas and a student commons area with vending.

The Southfield campus is located in Southfield, Michigan, a northern suburb of Detroit. This campus has over 27,000 square feet and is dedicated to nursing education. The campus has two Nursing Skills Labs equipped with hospital-



style amenities that are equivalent to those used in the local hospitals and a Simulation Center with four Simulation Bays with state-of-the-art simulation technology including high-fidelity patient simulators. The campus has six didactic classrooms with smartboard technology that allows for an interactive classroom environment. The campus also has two science labs that allows students to have hands-on experiences with chemistry and biology.

The Tampa campus has approximately 22,000 square feet and is dedicated to nursing education. The Bachelor of Science in Nursing (BSN) Program is the only program offered at the Tampa campus. The campus has two Nursing Skills Labs equipped with hospital-style amenities that are equivalent to those used in the local hospitals, and a Simulation Center with four Simulation Bays with state-of-the-art simulation technology including high-fidelity patient simulators, and two debrief rooms. Each Nursing Skills Lab has a didactic teaching area that will set 20 students. The campus has six didactic classrooms with smartboard technology that allows for an interactive classroom environment. The campus also has one science lab that allows students to have hands-on experiences with chemistry and biology. The campus also has two break areas for the students to rest between classes and a Learning Resource Center or academic assistance and a quiet space to study.

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

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

## HOURS OF OPERATION

Monday–Friday: 7:00 am–8:30 pm

Saturday: Special Events

Sunday: Closed

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



## PROGRAM ACADEMIC CALENDAR

NURSING START DATE	NURSING COMPLETION DATE
1/5/2026	12/17/28
3/2/2026	4/22/29
5/4/2026	4/22/29
6/29/2026	8/19/29
8/31/2026	8/19/29
10/26/2026	12/16/29
1/4/2027	12/16/29
3/1/2027	4/28/30

## 2026 HOLIDAYS

### 2026

January 1	New Year's Day
January 19	Martin Luther King Jr. Day
February 16	President's Day
April 27 - May 3	Spring Break
May 25	Memorial Day
June 19	Juneteenth
July 4	Independence Day
August 24-30	Summer Break
September 7	Labor Day
November 11	Veteran's Day
November 26-27	Thanksgiving Holiday
December 21 - January 3	Winter Break

## 2027 HOLIDAYS

### 2027

January 1	New Year's Day
January 18	Martin Luther King Jr. Day
February 15	President's Day
April 26 - May 2	Spring Break
May 31	Memorial Day
June 19	Juneteenth
July 4	Independence Day
August 23-30	Summer Break
September 6	Labor Day
November 11	Veteran's Day
November 25-26	Thanksgiving Holiday
December 20 - January 2	Winter Break

## TERM SCHEDULE

### Spring Semester 2026

Session A	January 5 - March 1
Session B	March 2 - April 26

### Summer Semester 2026

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

### Fall Semester 2026

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

### Spring Semester 2027

Session A	January 4 - February 28
Session B	March 1 - April 25

### Summer Semester 2027

Session A	May 3 - June 27
Session B	June 28 - August 22

### Fall Semester 2027

Session A	August 30 - October 24
Session B	October 25 - December 19

### Spring Semester 2028

Session A	January 3 - February 27
Session B	February 28 - April 23

### Summer Semester 2028

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

### Fall Semester 2028

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

# PROGRAM OF STUDY

---



---

## QUICK LINKS

---



855.706.8382



REQUEST INFO



# BACHELOR OF SCIENCE IN NURSING (BSN)



Dallas Campus



Tempe Campus

## BSN NURSING PRACTICE

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

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



TUITION



COST OF ATTENDANCE



ASSISTANCE



MILITARY &amp; VETERAN PROGRAMS

## PROGRAM MISSION

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

## PROGRAM GOAL

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

## PROGRAM STUDENT LEARNING OUTCOMES

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

## EDUCATIONAL ENVIRONMENT, TECHNOLOGY & EQUIPMENT

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

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

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

## INSTRUCTION

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

## CURRICULUM

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

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

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

The Bachelor of Science in Nursing is approved by the governing body of Arizona College of Nursing.




---

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

---

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



## CURRICULUM FRAMEWORK

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

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

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



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

### REQUIRED GENERAL EDUCATION & SCIENCE COURSES

COURSE	TITLE	SEMESTER CREDIT HOURS
<b>PREREQUISITE</b>		
BIO 189	Fundamentals of Biology	3
BIO 201	Natural Science – General: Human Anatomy/Physiology I (Lecture/Lab)	4
BIO 202	Natural Science – General: Human Anatomy/Physiology II (Lecture/Lab)	4
BIO 205	Natural Science – General: Microbiology (Lecture/Lab)	4
CHM 130	Natural Science – Quantitative: Introductory Chemistry (Lecture/Lab)	4
ENG 101	First Year Composition I	3
ENG 102	First Year Composition II	3
PSC 101*	Introduction to American Politics*	3*
HCR 230	Culture & Health/Humanities: Cultural Diversity & Global Health	3
HCR 240	Human Systems: Human Pathophysiology	4
MAT 151	Mathematical Studies: College Mathematics	3
NTR 241	Human Systems: Human Nutrition	3
PSY 101	Social & Behavioral Sciences: Introduction to Psychology	3
PSY 230	Statistics/Quantitative Analysis: Statistics	3
PSY 240	Social & Behavioral Sciences: Human Development	3
<b>GENERAL EDUCATION &amp; SCIENCE COURSES SUBTOTAL</b>		<b>50 / 47**</b>

\*Not applicable in Colorado

\*\*Colorado only

### CALIFORNIA ONLY: LVN 30 UNIT OPTION

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



## NURSING CORE COURSES\*

COURSE	TITLE	CLASSROOM CONTACT HOURS	LAB CONTACT HOURS	CLINICAL CONTACT HOURS	SEMESTER CREDIT HOURS
<b>SEMESTER 5</b>					
NUR 211	Critical Thinking in Clinical Decision-Making	30	0	0	2
NUR 213	Ethics & Legal Standards in Nursing Practice I	15	0	0	1
NUR 215	Theoretical Foundation in Nursing Practice	30	0	0	2
NUR 215L	Theoretical Foundation in Nursing Practice Practicum	0	60	45	3
NUR 216	Health Assessment	30	30	0	3
NUR 218	Interprofessional Communications	15	0	0	1
NUR 338	Leader in Quality & Patient Safety I	15	0	0	1
<b>SUBTOTAL</b>		<b>135</b>	<b>90</b>	<b>45</b>	<b>13</b>
<b>SEMESTER 6</b>					
NUR 333	Ethics & Legal Standards in Nursing Practice II	15	0	0	1
NUR 334	Pharmacology I	30	0	0	2
NUR 337	Evidence-Based Practice I	15	0	0	1
NUR 355	Acute & Chronic Health Disruptions in Adults I	45	0	0	3
NUR 355L	Acute & Chronic Health Disruptions in Adults I Practicum	0	30	90	3
NUR 356	Mental Health Theory & Application	45	0	0	3
NUR 356L	Mental Health Theory & Application Practicum	0	30	45 / 90**	2 / 3**
<b>SUBTOTAL</b>		<b>150</b>	<b>60</b>	<b>135 / 180**</b>	<b>15 / 16**</b>
<b>SEMESTER 7</b>					
NUR 354	Pharmacology II	30	0	0	2
NUR 357	Evidence-Based Practice II	15	0	0	1
NUR 358	Leader in Quality Care & Patient Safety II	15	0	0	1
NUR 425	Acute & Chronic Health Disruptions in Adults II	30	0	0	2
NUR 425L	Acute & Chronic Health Disruptions in Adults II Practicum	0	15	112.5	3
NUR 426	Community Health Nursing Theory & Application	45	0	0	3
NUR 426L	Community Health Nursing Theory & Application Practicum	0	30	90	3
<b>SUBTOTAL</b>		<b>135</b>	<b>45</b>	<b>202.5</b>	<b>15</b>
<b>SEMESTER 8</b>					
NUR 335	Maternal Health Theory & Application	45	0	0	3
NUR 335L	Maternal Health Theory & Application Practicum	0	30	45 / 90**	2 / 3**
NUR 336	Pediatric Health Theory & Application	45	0	0	3
NUR 336L	Pediatric Health Theory & Application Practicum	0	30	45 / 90**	2 / 3**
NUR 423	Ethics & Legal Standards in Nursing Practice III	15	0	0	1
NUR 427	Evidence-Based Practice III	15	0	0	1
NUR 428	Leader in Quality & Patient Safety III	15	0	0	1
<b>SUBTOTAL</b>		<b>135</b>	<b>60</b>	<b>90 / 180**</b>	<b>13 / 15**</b>
<b>SEMESTER 9</b>					
NUR 443	Transition to the Profession	15	0	0	1
NUR 445	Acute & Chronic Health Disruptions in Adults III	45	0	0	3
NUR 445L	Acute & Chronic Health Disruptions in Adults III Practicum	0	15	157.5	4
NUR 446	Professional Seminar	30	0	0	2
NUR 447	Evidence-Based Practice IV	15	0	0	1
NUR 448	Leader in Quality Care & Patient Safety IV	45	0	0	3
<b>SUBTOTAL</b>		<b>150</b>	<b>15</b>	<b>157.5</b>	<b>14</b>
<b>NURSING CORE COURSES SUBTOTAL</b>		<b>705</b>	<b>270</b>	<b>630 / 765**</b>	<b>70 / 73**</b>
<b>NURSING PROGRAM GRAND TOTAL</b>					<b>120</b>

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

\* Excludes California

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

\*\*\*VA campuses complete 630 total hours of clinical with 92.25 hours in simulation and 537.75 hours in direct client care.

**NURSING CORE COURSES (CALIFORNIA ONLY)**

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

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



## NURSING PROGRAM

# ADMISSION REQUIREMENTS

## ADMISSION

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

Students who successfully complete the general education curriculum, having satisfied certain grade and GPA criteria, progress into the core nursing courses beginning in semester five.

## RESIDENCY

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

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

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

their program.

## ENGLISH PROFICIENCY

All instruction will be given in English. English language services, such as ESL, will not be provided by Arizona College of Nursing. Applicants must prove English proficiency by providing evidence of one of the following: Applicants must complete the HESI A2 Admissions Exam during the enrollment process and achieve a weighted composite score of 60%. Achieving the required minimum score establishes the necessary level of English language proficiency for the specific program. Completing High School or higher in which the language of instruction was English.

## REQUIREMENTS FOR ADMISSION INTO THE BSN

### PROGRAM ADMISSION DOCUMENTS

1. Completed application and enrollment agreement for the nursing program.
2. Official high school transcript/diploma with a minimum cumulative GPA of 2.75 or one of the following official high school equivalency results with these minimum scores:

#### General Equivalency Diploma (GED®):

- No minimum score

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

- Cumulative score of 80 or above

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

- 500 in all subject areas and
- At least two on the written essay

#### New York High School Equivalency Diploma (NYHSED):

- Earned by one of the four eligible pathways

### California High School Proficiency Exam (CHSPE):

- Passing in all subject areas

A cumulative college GPA of 2.75 or higher with at least 12 college credits from an institution accredited by either a regional or national accrediting body or an agency recognized by the Council for Higher Education (CHEA) will be accepted in lieu of the high school GPA or GED® score requirement.

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

3. Signed transcript release form for all colleges and universities attended if the college GPA is to be used in the admission decision. Official transcripts for the high school and all colleges or universities attended (if these are to be used in the admission decision) must be submitted within the first semester (or sixteen 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 one of the agencies listed on the National Association of Credential Evaluation Services (NACES) website at <https://naces.org/members/>

4. A weighted composite score of 60% on the HESI A2 Admissions Exam. See "Admissions Testing." (GPA requirements will be waived if A2 weighted composite score is  $\geq 75\%$ .)\*\*
5. Proof of United States citizenship, alien status or legal residency. A driver's license, passport or birth certificate, combined with a government-issued document that contains a photograph of the applicant and or a green card (I-551) are the most common demonstrations of proof.
6. Las Vegas students only: Proof of completion of the Nevada

\* Virginia campuses do not accept nursing course transfer credits at this time. General education credits are transferable. Thus, at least 58.33% of the coursework must be completed at AZCN for students in Virginia.

\*\* Effective 01/04/21

Constitution and U.S. Constitution course only if all general education courses are transferred.

## ADMISSIONS TESTING

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

- **Anatomy and Physiology:**  
30-item exam. Provides coverage of general terminology and anatomical structures and systems.  
**Recommended time:** 25 minutes
- **Reading Comprehension:**  
55-item exam. Reading scenarios that measure comprehension, including identifying the main idea, finding meaning of words in context, passage comprehension and making logical inferences.  
**Recommended time:** 60 minutes
- **Vocabulary and General Knowledge:**  
55-item exam. Contains basic vocabulary that is often used in health care fields.  
**Recommended time:** 50 minutes
- **Math:**  
55-item exam. Focuses on math skills, including basic addition, subtraction, multiplication, fractions, decimals, ratios and proportions and household measures.  
**Recommended time:** 60 minutes

**Four hours is allotted to complete these subtests.**

### Preparation for the HESI A2

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

### HESI A2 Retesting Policies:

- Applicants are permitted a maximum of three (3) attempts to achieve the minimum score within a 12-month period. Additional results provided within this 12-month period will not be accepted, including any attempts taken at outside facilities.
- A minimum of three days is

required between attempts one and two.

- A minimum of 5 days is required between attempts two and three.

## LAPTOP REQUIREMENTS

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

### Minimum Technology Requirements

- MacOS Big Sur, Monterey, Ventura, or Windows 10/11 22H2 operating system
- Intel or AMD processor (CPU) 2.0 GHZ or greater. ARM Based Processors are NOT supported
- 8 GB RAM
- 250 GB SSD with at least 25 GB of free space at all times
- Chromebooks are not compatible with the College's software
- iPad, Android, and Linux operating systems are not compatible with the College's exam software
- Wireless capability
- Adobe reader
- Anti-virus protection
- Google Chrome & Mozilla Firefox web browsers
- Webcam and microphone are required

### Minimum System Requirements for Remote Testing

- Hard drive: 4GB or higher of available space
- RAM: 8GB or higher recommended; 4GB required
- Webcam: Integrated camera or external USB camera supported by your operating system.
- Microphone (no headphones, no virtual mics)
- Internet: 2.5 Mbps upload speed

[Test Your Computer Speed](#)

## IT Support Contact Information

Visit us:

<https://help.arizonacollege.edu>

Email us:

[it.support@arizonacollege.edu](mailto:it.support@arizonacollege.edu)

Call us: **1-833-757-9580**

Business Hours: **Monday – Friday, 8:00 AM to 9:00 PM Eastern**

After Hours Urgent Support:

**Call 1-833-757-9580, OPTION 9**

## CAMPUS TRANSFERS

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

A mandatory sit-out period of at least eight weeks is required before the effective date of transfer. This requirement applies to all students, including those enrolled in General Education and Core program courses.

Transfer requests are subject to approval and are contingent upon program availability at the receiving campus.

All campus transfers at Arizona College of Nursing must comply with residency and curriculum requirements. Program, degree, and residency requirements vary by campus due to state Board of Nursing regulations. Course credits are not guaranteed to transfer between campuses for this reason. Acceptance of credits is subject to the receiving campus's program requirements and available class space. If credits earned at one Arizona College of Nursing campus cannot be accepted at the receiving campus, students may be required to repeat some or all coursework. To minimize this risk, students should work with their academic advisor in advance to evaluate and determine the transferability of credits. State-specific requirements are available on the Arizona College website.

Students must complete new enrollment paperwork for the receiving campus prior to transfer. In addition, all official transfer credits must be on file before the transfer can be finalized.

# CREDIT FOR GENERAL EDUCATION

## TRANSFER OF CREDIT

Applicants desiring to transfer credit to Arizona College of Nursing must follow the policies outlined below.

Students who meet the admission requirements through their high school GPA or GED score and do not intend to transfer courses to Arizona College of Nursing from other colleges attended, including Arizona College of Allied Health, must sign a waiver, indicating the college they attended and their intention to not seek credit transfer.

Students who intend to transfer credits from other colleges attended must ensure that Arizona College of Nursing receives their official college transcripts within sixteen weeks of the class start. Student entering core nursing courses must ensure the College receives the official college transcripts prior to the first day of class.

### Approved Test & Proficiency Options

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

### Virginia Disclosure

Virginia campuses do not accept nursing course transfer credits at this time. General education credits are transferable. Thus, at least 58.33% of the coursework must be completed at AZCN for students in Virginia.

## GENERAL EDUCATION TRANSFER CREDITS

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

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

Students may be required to provide a course syllabus or catalog from the school at which the applicant earned the credit.

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

Students enrolling at Arizona College of Nursing must submit official transcripts from all previously attended institutions where college-level coursework or degrees were completed. Official transcripts must be sent directly to Arizona College of Nursing by the issuing institution. Transcripts may be submitted in one of the following ways:

- Electronically through secure transcript services (such as Parchment, National Student Clearinghouse, or other approved providers). Electronic transcripts are downloaded and accessed through the admissions process by authorized Arizona College of Nursing staff.
- In a sealed paper envelope issued by the originating institution.

To be considered official, transcripts must not be opened, uploaded,

emailed, or handled by the student. Any transcript received or accessed by a student is considered unofficial and cannot be used for transfer credit evaluation or admission decisions.

All official transcripts are reviewed by authorized academic personnel, including the Registrar, Academic Records Manager, Campus President, or other designated academic officials.

### Science & Math Gen-Ed Courses

To be eligible for transfer credit, science and math courses must be completed within five (5) years of your acceptance date to Arizona College of Nursing. Accepted students have an additional four (4) sessions to start their program utilizing approved transfer credits which have exceeded their respective 5-year window, post acceptance.

Transfer credit is granted only for General Education Science and Math courses with a letter grade of "B" or higher.

### Non-Science and Non-Math Related Gen-Ed Courses

To be eligible for transfer credit, non-science and non-math related general education courses must be completed within ten (10) years of your acceptance date to Arizona College of Nursing. Accepted students have an additional four (4) sessions to start their program utilizing approved transfer credits which have exceeded their respective 10-year window, post acceptance.

Transfer credit is granted only for all other General Education courses with a letter grade of "C" or higher.

### Students with a Degree in Another Field

Students who have earned an associate degree or higher from an institution accredited by an agency recognized by the U.S. Department of Education,



CHEA, or ACE may request to transfer all non-science and non-math coursework without being subject to the 10-year limit.

### **Previous Arizona College of Nursing Students**

Students who were previously enrolled at Arizona College of Nursing and had their credits evaluated for transfer of credit will not be required to have the transfer credit reevaluated if re-enrollment was completed within 24 months of the last day attended.

### **NURSING CORE TRANSFER CREDITS**

Nursing courses from other nursing programs will not be accepted by Arizona College of Nursing for transfer credit except as indicated below.

Arizona College of Nursing does not offer credit for experiential learning except as indicated below.

#### **Experiential Learning (CA only)**

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

#### **LVN Advanced Standing (CA Only)**

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

#### **Advanced Standing by Proficiency Testing for California Military Personnel (CA Only)**

Arizona College of Nursing recognizes that military personnel in California with previous knowledge, training and experience as healthcare specialists that meet the criteria below may be able to demonstrate achievement of all pre-licensure BSN course outcomes through

proficiency examinations. Proficiency examinations are comprehensive final assessments (challenge exams) that provide veterans the opportunity to demonstrate achievement of course learning outcomes. Applicants or students who feel that course material has been mastered, through coursework completed outside of Arizona College of Nursing for which transfer credit cannot be given, may request an Arizona College of Nursing proficiency examination for any course in the pre-licensure BSN curriculum, provided they have not previously attempted the proficiency exam or is not currently enrolled in the course. Nursing proficiency examinations must be completed in the order of course sequencing set forth on the curriculum plan. Some courses will require completion of a standardized assessment and/or a comprehensive skills checklist in order to validate previously acquired knowledge/skill. Proficiency exams may only be attempted one time and coursework satisfied by an Arizona College of Nursing proficiency exam cannot be repeated for a grade. Contact Academic Support Advising for more information

#### **Eligible Criteria:**

- Be a veteran of the United States military (honorably discharged and provide a DD form 214 "Certificate of Release or Discharge from Active Duty" showing proof of healthcare specialist rating) or
- Be serving in active-duty status with the United States military and provide proof of healthcare specialist rating or
- Be classified with a healthcare specialist rating (i.e., Navy HM, AF 4N0X1, Army 68W) while serving in the military or
- Submit proof of a minimum of 2 years or equivalent experience as a healthcare specialist or comparable role within the past 3 years

#### **Nursing Advanced Standing Proficiency (OH Only)**

Qualified Licensed Vocational (Practical) Nurse students can earn up to eight proficiency credits towards their

BSN degree. In order to be eligible, the student will need to hold an unrestricted, active LVN/LPN license. This opportunity for advanced standing does not alter their ability to receive additional transfer credits through the College's policy surrounding "Credit for Prior Learning". Awarding of credits will require the student to successfully complete standardized assessments and skill validations. The courses that are eligible for advanced standing credit include NUR 215, NUR 215L, and PSY 240.

#### **Military Credits and Education (OH Only)**

Active service members and veterans may request credit as documented on their Joint Services Transcript for all allowable courses according to equivalencies determined by the American Council on Education. Individuals who present with relevant military education and experience equal to but not limited to Basic Medical Technician Corpsman (Navy HM or Air Force BMTCP), Army Health Care Specialist (68W Army Medic), or Air Force Independent Duty Medical Technician (IMDT 4N0X1C) are eligible for advanced placement in a prelicensure nursing program. All courses can be challenged; however, individuals must have prior relevant education and experience that meet the specific requirements of each course.

### **VETERAN TRANSFER OF CREDITS**

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

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

## GENERAL EDUCATION ENROLLMENT AT PROGRAM START

Once students have started (first day of class) at Arizona College of Nursing, all general education courses that did not transfer from another college previously attended must be taken at Arizona College of Nursing. In rare circumstances, policy exceptions will be made based on scheduling hardship or loan gap challenges. Students who wish to earn credit at another college while enrolled at Arizona College of Nursing should submit a request to their Dean of General Education or Campus President, outlining the need.

## TRANSFER OF CREDITS FROM ARIZONA COLLEGE OF NURSING

Students who are interested in continuing their education at an institution other than Arizona College of Nursing should first inquire at the institution they plan to attend whether that institution will accept the transfer of credits from Arizona College of Nursing to determine what credits and requirements are needed for entrance to that institution.

The transferability of credits is at the discretion of a receiving institution. Arizona College of Nursing cannot assure transfer of credits. While Arizona College of Nursing has entered into articulation agreements with local colleges and universities for certain programs, Arizona College of Nursing credits are not designed to transfer.

### Notice Concerning Transferability of Credits and Credentials Earned at Arizona College of Nursing

The transferability of credits you earn at Arizona College of Nursing is at the complete discretion of an institution to which you may seek to transfer.

Acceptance of the degree you earn in the Bachelor of Science in Nursing program is also at the complete discretion of the institution to which you may seek to transfer. If the credits or degree that you earn at this institution are not accepted at the institution to which you seek to transfer, you may be required to repeat some or all of your

coursework at that institution. For this reason, you should make certain that your attendance at this institution will meet your educational goals. This may include contacting an institution to which you may seek to transfer after attending Arizona College of Nursing to determine if your credits or degree will transfer.

### Virginia Disclosure

Any credits earned for general coursework offered in Virginia may be transferred to another location outside of Virginia, if the course is part of an existing degree program offered by the school.

### Colorado Students Only: Credit Transfer - Colorado Nursing Articulation Model

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

## OFFICIAL TRANSCRIPTS

Official transcripts are processed through Parchment Exchange for a fee and can be sent electronically or by mail.

**Link to Parchment:** [Request Your Official Transcript](#)

### Official Transcript Fees

Electronic Transcripts: \$14 each  
Paper Transcripts: \$14 each  
Diplomas: \$10 each

### Policy on Withholding Official Transcripts

Arizona College of Nursing understand the importance for students to have access to official transcripts, and therefore does not withhold transcripts.

## NURSING PROGRAM

# PROGRESSION IN THE BSN CURRICULUM

## ACADEMIC REQUIREMENTS

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

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

## BACKGROUND CHECK

To align with the policies and requirements of our clinical partners, all students must complete a background check. Students are required to disclose a disqualifying conviction or other disqualifying event during the enrollment process, and should they do so, a background check will be initiated prior to final acceptance. Regardless of criminal history or pre-admission disclosure, all students must complete a background check no later than the end of the first semester of attendance.

Student background checks include a SSN trace, Statewide and Nationwide Criminal Search, Nationwide Wants and Warrants Search, National Sex Offender Registry Search, and previous employment verification. Specific or additional background check requirements may vary by state and may include additional documentation such as Fingerprint Clearance card, Board of Nursing Clearance card, or other items.

AZCN has internal standards for what constitutes a passing background check result. These are intended, but are not guaranteed, to align as much as possible with clinical partner and state BON requirements. In addition to internal standards, AZCN may consider relevant BON regulations or clinical partner standards when making a final determination. In signing their Enrollment Agreement, students acknowledge and agree that a passing status on a background check run during their time at AZCN does not guarantee a passing status that will enable clinical participation, licensure, or future employment.

A background check with a passing result is required to progress in the BSN curriculum. If all required components are not completed or the student does not receive a passing result on their background check, the student will be withdrawn from the program but will be able to complete any general education courses in which they are currently enrolled. Students who believe their background results are in error must work with the background check company and, if necessary, appropriate local, state and national officials to obtain a passing result.

## SUBSTANCE SCREENING

Arizona College of Nursing is committed to providing a safe, healthy, and productive environment. To uphold the highest standards of the nursing profession related to patient safety priorities, students must remain free from using substances that can impair their clinical judgment and performance. This aligns with the requirements of our clinical affiliates that students have a negative drug screen prior to beginning clinical experiences in their facility to promote a safe environment for their patients, families, and staff.

Therefore, students must complete a college-directed initial random urine substance screen. The results of substance screening from unauthorized sources will not be accepted.

Substances screened for include Marijuana, Cocaine, Amphetamines, Opiates, Propoxyphene, Oxycodone, Oxymorphone, PCP, Barbiturates, Benzodiazepines, and Methadone.

Students must receive a negative substance screening result to proceed to the nursing CORE portion of the program. In some cases, students may have a positive result due to a prescribed medication. In these cases, a Medical Review Officer (MRO) evaluation will be necessary. The MRO's review and determination may supersede the positive result, providing clearance for the student to remain in good standing. A student cleared by the MRO is considered to have a negative screen.

- Prescribed medications can alter a student's functional capabilities. Students taking such prescribed medication must meet with the Dean of Nursing or designee and provide clearance from their healthcare provider to determine their ability to participate in clinical.

A student with a “dilute” substance screening result cannot be cleared as negative results. The student will be offered the opportunity to retest within 48 hours. If the second substance screening is “dilute” the student must complete a hair follicle test within two (2) weeks of the second dilute result.

- A student may take the hair follicle test after the first “dilute” result in the case of known medical or other situations that can contribute to the outcome.
- The student is responsible for the cost of the second substance screen and hair follicle test.

A student with a positive substance screening result cannot progress into core. The student may complete any general education courses in which they are currently enrolled.

- A student who disputes the positive substance screening results may take the hair follicle test within



48 hours of the positive results at their own expense.

The student with a positive substance screening result can apply for reentry or readmission into the Core component of the BSN programs for the next available cohort. A hair follicle test will be required. If that test is positive, the student is not eligible for reentry or re-admission into the Core component of the nursing program.

A student readmitted following a previous positive screen may be subject to random substance screens at their own expense.

### **FAILURE TO COMPLY WITH TESTING TIME REQUIREMENTS**

A student who does not test within the testing window provided will not be allowed to progress into Core. The student may complete any general education courses in which they are currently enrolled.

A student who had extenuating circumstances that prevented them from testing within the designated time period, as approved by their campus Dean of Nursing, will be offered the opportunity to take a hair follicle test at their own expense.

### **FOR CAUSE SUBSTANCE SCREENING**

The “For Cause” substance screening applies to all Arizona College of Nursing students. Students are subject to screening if a staff member, faculty, and/or an agency staff member suspects the student is impaired at any time on campus or during any clinical experience or college-sponsored activity. This includes but is not limited to evidence of drugs or alcohol on or about the student’s person or in the student’s possession, displays conduct detrimental to the environment, or poses a health or safety risk to self or others.

The student will submit to immediate substance screening as directed by the faculty or Arizona College of Nursing staff. Upon the student’s oral consent, the staff member or faculty will contact a transportation service and arrange for student transport to a designated medical service facility.

Substances screened for include Marijuana, Cocaine, Amphetamines, Opiates, Propoxyphene, Oxycodone,

Oxymorphone, PCP, Barbiturates, Benzodiazepines, Methadone, Ethanol (Alcohol), and nicotine (if applicable).

Any student who refuses testing will be removed from the campus or clinical area and will be transported home by an Arizona College of Nursing designated transportation company.

Students cannot return to campus or will remain out of class, or the clinical area until an investigation is completed and the drug screen result is received. The Dean of Nursing or designee will review the results in making the student status decision within one (1) week of receiving the results.

The student will be noted as absent for attendance from clinical or class. The absence will be excused, and the student will be allowed to make up missed assignments, clinicals, etc., as applicable.

If negative, the Dean or designee will discuss with the student perceptions of impaired behavior, steps to avoid similar occurrences, and additional actions that will be taken, if any.

A negative result is required to continue in the BSN program. Students subject to a For Cause screen will be withdrawn from the BSN program if the results are positive for illicit substances or whose behavior is a result of being under the influence of alcohol.

In some cases, students may be prescribed medication that is part of the screen. The student may provide medical documentation for a Medical Review Officer (MRO) review and evaluation. Students may be temporarily excluded from class or clinical until the MRO evaluation has been completed. The absence will be excused, and the student will be allowed to make up missed assignments, clinicals, etc., as applicable.

Students whose prescribed medications alter their functional capabilities or conduct must provide clearance from their healthcare provider to determine their ability to participate in class, labs, or clinical.

More than one incident of a For Cause test that is positive for a medically prescribed drug may result in further action.

All “for cause” testing is at the expense of

the student.

### **MEDICAL MARIJUANA**

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

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

### **STATE REGULATIONS & CLINICAL AGENCY REQUIREMENTS**

State regulations and clinical agencies where students may be placed for clinical practicum may have additional screening requirements. Campus-specific information will be given to students in writing in preparation for progression to core nursing courses to ensure adequate time for compliance.



*Dallas Campus*

## NURSING PROGRAM

# BACHELOR OF SCIENCE IN NURSING (BSN) COURSE DESCRIPTIONS



Tempe Campus

The alphanumeric system serves as a fundamental framework, representing key components that delineate the nature and context of each course.

The numbering system adheres to a structured format, the numerical segment is indicative of the course level, ranging from foundational courses at the lower levels to advanced and specialized courses at higher levels. Lower-level courses are denoted with numbers 100-200, while higher level courses range from 300-400.

The alphabetical characters signify the discipline or field of study, offering a quick reference for students to identify the academic domain. This aids in creating a coherent and logically organized curriculum where related courses are grouped together. Below is a summary of the alphabetical characters and the field of study or discipline associated:

**BIO** - Biology

**CHM** - Chemistry

**MAT** - Math

**ENG** - English

**PSY** - Psychology; used for both the study of psychology and in statistics the collection and analysis of data.

**NTR** - Nutrition

**HCR** - Healthcare related

**PSC** - Political Science

**NUR** - Nursing

## NURSING PROGRAM

# BACHELOR OF SCIENCE IN NURSING (BSN) COURSE DESCRIPTIONS

## General Education & Science

### **BIO 189** **FUNDAMENTALS OF BIOLOGY**

**Credit Hours: 3**

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

■ *Prerequisites: None*

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

**Credit Hours: 4**

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

■ *Prerequisites: BIO 189*

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

**Credit Hours: 4**

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

■ *Prerequisites: BIO 189, BIO 201*

### **BIO 205** **NATURAL SCIENCE – GENERAL: MICROBIOLOGY**

**Credit Hours: 4**

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

■ *Prerequisites: BIO 189*

### **CHM 130** **NATURAL SCIENCE – QUANTITATIVE: INTRODUCTORY CHEMISTRY**

**Credit Hours: 4**

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

■ *Prerequisites: None*

### **ENG 101** **FIRST YEAR COMPOSITION I**

**Credit Hours: 3**

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

■ *Prerequisites: None*



**ENG 102**  
**FIRST YEAR COMPOSITION II**
**Credit Hours: 3**

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

■ *Prerequisites : ENG 101*

**HCR 230**
**CULTURE & HEALTH/  
HUMANITIES: CULTURAL  
DIVERSITY & GLOBAL HEALTH**
**Credit Hours: 3**

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

■ *Prerequisites : None*

**HCR 240**  
**HUMANS SYSTEMS: HUMAN  
PATHOPHYSIOLOGY**
**Credit Hours: 4**

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

■ *Prerequisites : BIO 189,  
BIO 201, BIO 202*

**MAT 151**  
**MATHEMATICAL STUDIES:  
COLLEGE MATHEMATICS**
**Credit Hours: 3**

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

■ *Prerequisites : None*

**NTR 241**  
**HUMAN SYSTEMS:  
HUMAN NUTRITION**
**Credit Hours: 3**

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

■ *Prerequisites: CHM 130*

**PSC 101\***  
**INTRODUCTION  
TO AMERICAN POLITICS**
**Credit Hours: 3**

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

■ *Prerequisites : None*

**PSY 101**  
**SOCIAL & BEHAVIORAL  
SCIENCES: INTRODUCTION  
TO PSYCHOLOGY**
**Credit Hours: 3**

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

■ *Prerequisites : None*

**PSY 230**  
**STATISTICS/QUANTITATIVE  
ANALYSIS: STATISTICS**
**Credit Hours: 3**

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

■ *Prerequisites : None*

**PSY 240**  
**SOCIAL & BEHAVIORAL  
SCIENCES: HUMAN  
DEVELOPMENT**
**Credit Hours: 3**

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

■ *Prerequisites : None*

\* Not applicable in Colorado

## Nursing Core

### SEMESTER 5

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

**Credit Hours: 2**

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

■ *Prerequisites: Admission to Core Nursing Program*

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

**Credit Hours: 1**

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

■ *Prerequisites: Admission to Core Nursing Program*

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

**Credit Hours: 2**

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

■ *Prerequisite: Admission to Core Nursing Program*

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

**Credit Hours: 3**

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

■ *Prerequisites: Admission to Core Nursing Program*

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

**Credit Hours: 3**

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

■ *Prerequisites: Admission to Core Nursing Program*

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

**Credit Hours: 1**

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

■ *Prerequisites: Admission to Core Nursing Program*

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

**Credit Hours: 1**

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

■ *Prerequisites: Admission to Core Nursing Program*

## **SEMESTER 6**

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

**Credit Hours: 1**

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

■ *Prerequisites: NUR 213*

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

**Credit Hours: 2**

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

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

\* Colorado only - 3 credit hours

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

**Credit Hours: 1**

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

■ *Prerequisites: Admission to Core Nursing Program*

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

**Credit Hours: 3**

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

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

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

**Credit Hours: 3**

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

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

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

**Credit Hours: 3**

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

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

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

**Credit Hours: 2\***

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

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



## SEMESTER 7

### **NUR 354 PHARMACOLOGY II**

**Credit Hours: 2**

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

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

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

**Credit Hours: 1**

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

■ *Prerequisites:* NUR 337

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

**Credit Hours: 1**

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

■ *Prerequisites:* NUR 338

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

**Credit Hours: 2**

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

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

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

**Credit Hours: 3**

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

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

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

**Credit Hours: 3**

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

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

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

**Credit Hours: 3**

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

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

\*Colorado only - 3 credit hours

## SEMESTER 8

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

**Credit Hours: 3**

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

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

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

**Credit Hours: 2\***

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

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

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

**Credit Hours: 3**

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

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

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

**Credit Hours: 2\***

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

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

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

**Credit Hours: 1**

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

■ *Prerequisites:* NUR 213; NUR 333

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

**Credit Hours: 1**

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

■ *Prerequisites:* NUR 337; NUR 357

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

**Credit Hours: 1**

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

■ *Prerequisites:* NUR 338; NUR 358

## SEMESTER 9

---

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

**Credit Hours: 1**

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

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

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

**Credit Hours: 3**

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

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

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

**Credit Hours: 4**

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

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

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

**Credit Hours: 2**

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

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

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

**Credit Hours: 1**

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

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

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

**Credit Hours: 3**

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

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



# TUITION, REFUND POLICIES & FINANCIAL AID



## QUICK LINKS



855.706.8382



REQUEST INFO

# TUITION & FEES

It is the student's responsibility to meet all financial responsibilities and adhere to all payment plans agreed to in the student's contract with Arizona College (or its owners, related companies or subsidiaries) for the student's receipt of institutional loans. A student's failure to maintain compliance with their institutional loan agreements and remain up to date on all payments will result in the termination of their enrollment at Arizona College.

## TUITION & FEES\*

### BACHELOR OF SCIENCE IN NURSING

CAMPUS	PER CREDIT HOUR*	TUITION*	RESOURCE FEE* (per semester)
Atlanta	\$900	\$108,000	\$700
Aurora	\$910	\$109,200	\$700
Chesapeake	\$900	\$108,000	\$700
Cincinnati	\$843	\$101,160	\$700
Cleveland	\$843	\$101,160	\$700
Columbus	\$870	\$104,400	\$700
Dallas	\$870	\$104,400 (total charges: \$111,339)	\$700
Falls Church	\$890	\$106,800	\$700
Fort Lauderdale	\$926	\$111,120	\$700
Fort Worth	\$900	\$108,000	\$700
Greenville	\$799	\$95,880	\$700
Hartford	\$910	\$109,200	\$700
Las Vegas	\$870	\$104,400	\$700
Melbourne	\$799	\$95,880	\$700
Milwaukee	\$818	\$98,160	\$640
Ontario	\$1,180	\$141,600 (total charges: \$147,949)	\$700
Phoenix	\$950	\$114,000	\$700
Salt Lake City	\$799	\$95,880	\$700
Sarasota	\$818	\$98,160	\$700
Southfield	\$910	\$109,200	\$700
St. Louis	\$870	\$104,400	\$700
Tampa	\$818	\$98,160	\$700
Tempe	\$950	\$114,000	\$700
Tucson	\$920	\$110,400	\$700

\* Arizona College of Nursing (AZCN) reserves the right to increase tuition and fees and to set new fees as necessary and in the ordinary course of business. Consistent with these rights, changes may be made applicable to students already enrolled with AZCN (not applicable to Ohio and Texas campuses). Notice of any changes shall be made timely and in writing. Updates to tuition and fees are published in the Academic Catalog, available on AZCN's public website.

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

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

### \*INCLUDED IN RESOURCE FEE

Review resources for each ATI Specialty Exam administered throughout the core curriculum

Virtual library resources: LRN and CINAHL (on-line general education and nursing databases)

Initial membership in the National Student Nurses Association (NSNA)

Two (2) sets of scrubs (top & bottom)

Background screening (semester 1)

Drug screening/testing (semester 4)

Clinical compliance tracking fees

Clinical rotation fees (where applicable)

Science lab supplies

Simulation and health assessment lab supplies

On-site tutoring by credentialed faculty

Graduation regalia and nursing pin

Virtual ATI NCLEX® support provided in the Capstone course, as well as access to Virtual ATI post-graduation

Live three-day ATI NCLEX® review post-graduation

Individual ATI Virtual Tutoring extended four weeks post-graduation

Pearson VUE NCLEX test fee (Does not include retests)

Technical support

Canvas LMS Systems

Textbooks (may include physical and/or e-text). ATI, LIRN, etc.

### INCLUDED IN PROGRAM

HESI A2

Clinical compliance tracking

ESTIMATED VARIABLE COSTS (not included)	COST	SEMESTER
Registration fee	\$49	1
Physical exam & immunizations	\$200-\$300	4
Student Liability Insurance	\$39-\$40	5
Non-porous shoes & watch w/second hand	\$100	5
Clinical equipment & supplies	\$150	5
Background check for licensure	\$49-\$112	9
Fingerprint rolling fee	\$45	9
Subsequent Random drug testing	\$35-\$40	*
Additional background checks (if required)	\$100	**
Interim permit (optional)	\$100	N/A

Students are charged per credit hour, regardless of their enrollment status (ex. full-time or part-time). For example, the Tempe campus is \$884 per credit hour. If a student took three credit hours, the student would be charged:

$\$884 \times 3 = \$2,652$   
 Resource fee: \$640  
 Total term cost: \$3,292

### TRANSFER FEES

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

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

### ARIZONA REFUND POLICY

#### Student's Right to Cancel:

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

An applicant that cancels more than 3 business days after enrolling, and before the start of the training program, Arizona College of Nursing shall refund to the student all the money the student has paid, minus the registration fee (not to exceed the lesser of \$49 or 10% of the tuition agreed upon in this Enrollment Agreement). If the student reschedules his/her start date or program after the first three (3) business days of the cancellation period, a rescheduling fee of \$49.00 will be assessed. All cancellation refunds will be paid within 15 days of cancellation. Any Student canceling enrollment must do so in writing to the campus at which Student is enrolled.

#### Withdrawal After Program Start:

A Student may choose to withdraw from Arizona College of Nursing at any time after starting a program. This can be done by notifying your advisor of his/her intent to officially withdraw. A Student who does not officially withdraw and is

absent for 14 consecutive calendar days will be considered an unofficial withdrawal from Arizona College of Nursing effective on the last day of attendance. If Student has received federal student financial aid funds, Arizona College of Nursing will refund federal student financial aid program funds paid but not earned back to the federal programs. Any unearned federal aid program funds will be returned to the federal programs within 45 days of withdrawal. The institution will also calculate the Student's tuition obligation for the period of enrollment completed prior to withdrawal.

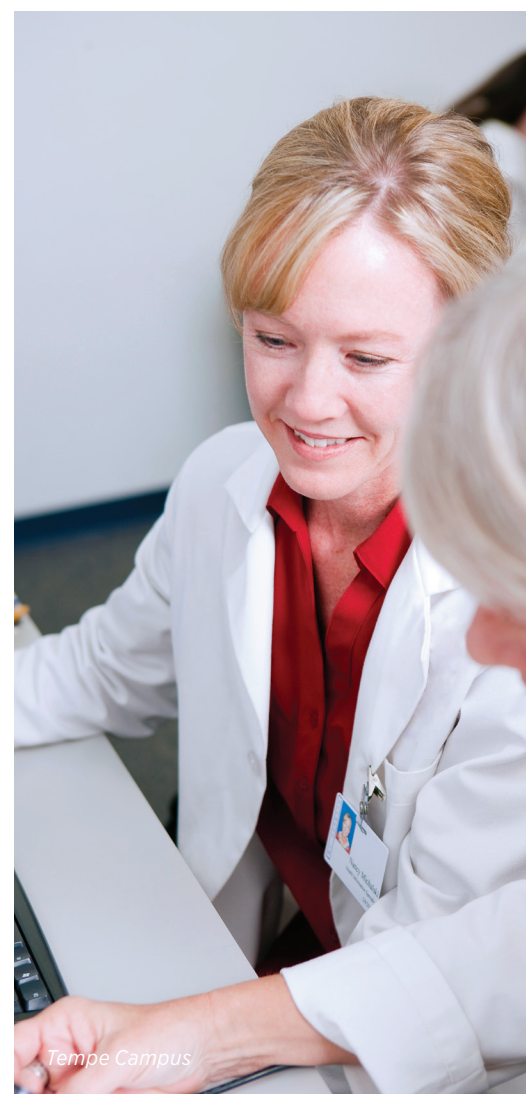
The period of a Student's attendance will be measured from the first day of instruction as set forth in this Enrollment Agreement through the Student's last day of actual attendance, regardless of absences. The period of time for a training program is the period set forth in this Enrollment Agreement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

#### Institutional Refund Policy:

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

Refund disputes must be resolved by an administrator on a case-by-case basis.

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





## CALIFORNIA REFUND POLICY

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

- A. The student has the right to cancel the enrollment agreement and obtain a refund of charges paid through attendance at the first-class session, or the seventh day after enrollment, whichever is later. The final date by which student may cancel this agreement is [DATE].
1. If a student cancels his or her enrollment within seven (7) business days of enrolling, and before the start of the training program, Arizona College of Nursing shall refund to the student all the money the student has paid.
  2. If a student cancels his or her enrollment after seven (7) business days of enrolling, and before the start of the training program, Arizona College of Nursing shall refund to the student all the money the student has paid, minus the registration fee (not to exceed the lesser of \$49 or 10% of the tuition agreed upon in the enrollment agreement).
- B. Notice of cancellation shall be in writing.
- C. If the student reschedules their start date or program after the first three (3) business days of the cancellation period, a rescheduling fee of \$49.00 will be assessed.
- D. Any student who desires an official withdrawal must do so by completing the Change of Status form. The date of determination is the date that the student begins the withdrawal process. Any student that officially withdraws will receive a grade of (W). See Academic Standards section on the impact of a W on your GPA and Standards of Academic Progress.
- E. To cancel or terminate this agreement, a student must so inform the institution at the above address, in writing and by certified mail. If under seventeen (17), parent or guardian must sign and acknowledge the cancellation.

### Refund Policy for Reschedules and Withdraws:

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

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

1. If a student completes more than sixty percent (60%) of the period of attendance, they are not entitled to any refund and are obligated for the full contract price of the period.
2. A student's withdrawal may be effectuated by the student's written notice or by the student's conduct, including, but not necessarily limited to, a student's lack of attendance.
3. Refund calculation is for tuition only and does not include registration fees (Non-Refundable or resource fees (Non-Refundable)).
4. If the institution has substantially failed to furnish the training program agreed upon in the enrollment agreement, the institution shall refund to a student all the money the student has paid.
5. If a refund is owed, Arizona College of Nursing shall pay the refund to the person or entity who paid the tuition within 45 calendar days after the: (a) Date of cancellation by a student of their enrollment; (b) Date of termination by Arizona College of Nursing of the enrollment of a student; (c) Date that student provides notice of their intent to withdraw; (d) Last day of an authorized leave of absence if a student fails to return after the period

of authorized absence; or (e) Last day of attendance of a student, whichever is applicable.

6. If a student obtains a loan to pay for an educational program, the student will have the responsibility to repay the full amount of the loan plus interest, less the amount of any refund.
7. If a student has received federal student financial aid funds, the student is entitled to a refund of moneys not paid from the federal student financial aid program funds. Treatment of Title IV Funds when a student withdraws will be in accordance with all federal statutes and rules regarding Title IV Funds.

## COLORADO REFUND POLICY

### Student's Right to Cancel:

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

An applicant that cancels more than 3 business days after enrolling, and before the start of the training program, Arizona College of Nursing shall refund to the student all the money the student has paid, minus the registration fee (not to exceed the lesser of \$49 or 10% of the tuition agreed upon in this Enrollment Agreement). If the student reschedules his/her start date or program after the first three (3) business days of the cancellation period, a rescheduling fee of \$49.00 will be assessed. All cancellation refunds will be paid within 15 days of cancellation. Any Student canceling enrollment must do so in writing to the campus at which Student is enrolled.

### Withdrawal After Program Start:

A Student may choose to withdraw from Arizona College of Nursing at any time after starting a program. This can be done by notifying your advisor of his/her intent to officially withdraw. A Student who does not officially withdraw and is absent for 14 consecutive calendar days will be considered an unofficial withdrawal from Arizona College of Nursing effective

on the last day of attendance. If Student has received federal student financial aid funds, Arizona College of Nursing will refund federal student financial aid program funds paid but not earned back to the federal programs. Any unearned federal aid program funds will be returned to the federal programs within 45 days of withdrawal. The institution will also calculate the Student's tuition obligation for the period of enrollment completed prior to withdrawal.

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

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

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

of Nursing shall pay the refund to the person or entity who paid the tuition within 15 calendar days after the:

- (a) Date of cancellation by a Student of his/her enrollment;
- (b) Date of termination by Arizona College of Nursing of the enrollment of a Student;
- (c) Last day of an authorized leave of absence if a Student fails to return after the period of authorized absence;
- or (d) Last day of attendance of a Student, whichever is applicable.

### **CONNECTICUT REFUND POLICY**

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

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

An applicant that cancels more than three (3) business days after enrolling, and before the start of the training program, Arizona College of Nursing shall refund to the student all the money the student has paid, minus the registration fee (not to exceed the lesser of \$49 or 10% of the tuition agreed upon in this Enrollment Agreement). If the student reschedules his/her start date or program after the first three (3) business days of the cancellation period, a rescheduling fee of \$49.00 will be assessed. All cancellation refunds will be paid within 15 days of cancellation. Any Student canceling enrollment must do so in writing to the campus at which Student is enrolled.

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

A Student may choose to withdraw from Arizona College of Nursing at any time after starting a program. This can be done by notifying your advisor of his/her intent to officially withdraw. A Student who does not officially withdraw and is absent for 14 consecutive calendar days will be considered an unofficial withdrawal from Arizona College of Nursing effective on the last day of attendance. If Student has received federal student financial aid funds, Arizona College of Nursing will refund federal student financial aid program funds paid but not earned back

to the federal programs. Any unearned federal aid program funds will be returned to the federal programs within 45 days of withdrawal. The institution will also calculate the Student's tuition obligation for the period of enrollment completed prior to withdrawal.

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

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

- A. If a Student withdraws (officially or unofficially) or is expelled by Arizona College of Nursing after the start of the semester and before the completion of more than 60% of the semester, Arizona College of Nursing will refund to the Student a pro-rata amount of the tuition charged for the semester of withdrawal agreed upon in this Enrollment Agreement minus 10% of the tuition or \$150, whichever is less, which is based on the completion of days out of the days in the semester.
- B. If a Student completes more than 60% of his/her term, he/she is not entitled to a tuition refund and is obligated for the full contract price of the term. There are no tuition refunds for completed terms or semesters.
- C. The refund calculation is for tuition only and does not include registration or uniform fees incurred. Books, educational supplies or equipment for individual use and generally not returnable and are not included in this policy for a refund. A separate refund must be paid by Arizona College of Nursing to the Student if those items were not provided to the Student. Refund disputes must be resolved by an administrator on a case-by-case basis.
- D. If a refund is owed, Arizona College of Nursing shall pay the refund to the person or entity who paid the tuition within 15 calendar days after the: (a) Date of cancellation by a Student of his/her enrollment;

(b) Date of termination by Arizona College of Nursing of the enrollment of a Student; (c) Last day of an authorized leave of absence if a Student fails to return after the period of authorized absence; or (d) Last day of attendance of a Student, whichever is applicable.

## FLORIDA REFUND POLICY

### Student's Right to Cancel:

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

An applicant that cancels more than 3 business days after enrolling, and before the start of the training program, Arizona College of Nursing shall refund to the Student all the money the Student has paid, minus the registration fee (not to exceed the lesser of \$49 or 10% of the tuition agreed upon in this Enrollment Agreement). If the Student reschedules his/her start date or program after the first three (3) business days of the cancellation period, a rescheduling fee of \$49.00 will be assessed. All cancellation refunds will be paid within 15 days of cancellation. Any Student canceling enrollment must do so in writing to the campus at which Student is enrolled.

### Withdrawal After Program Start:

A Student may choose to withdraw from Arizona College of Nursing at any time after starting a program. This can be done by notifying advisor of his/her intent to officially withdraw. A Student who does not officially withdraw and is absent for 14 consecutive calendar days will be considered an unofficial withdrawal from Arizona College of Nursing effective on the last day of attendance. If Student has received federal student financial aid funds, Arizona College of Nursing will refund federal student financial aid program funds paid but not earned back to the federal programs. Any unearned federal aid program funds will be returned to the federal programs within 30 days of withdrawal. The institution will also

calculate the Student's tuition obligation for the period of enrollment completed prior to withdrawal. The period of a Student's attendance will be measured from the first day of instruction as set forth in this Enrollment Agreement through the Student's last day of actual attendance, regardless of absences. The period of time for a training program is the period set forth in this Enrollment Agreement and does not include books, educational supplies or equipment that is listed separately from the tuition and fees.

### Institutional Refund Policy:

- A. If a Student withdraws (officially or unofficially) or is expelled by Arizona College of Nursing after the start of the semester and before the completion of more than 60% of the semester, Arizona College of Nursing will refund to the Student a pro-rata amount of the tuition charged for the semester of withdrawal agreed upon in this Enrollment Agreement minus 10% of the tuition or \$150, whichever is less, based on the number of days completed as of the last day of attendance. For example, if a Student completed 18 days out of 112 days in the semester, the Student would have completed 16% of the semester and this percentage is applied to the tuition obligation to determine the prorated charges for the semester.
- B. If a Student completes more than 60% of his/her semester, he/she is not entitled to a tuition refund and is obligated for the full contract price of the semester. There are no tuition refunds for completed terms or semesters.
- C. The refund calculation is for tuition only and does not include registration or uniform fees incurred. Books, educational supplies or equipment for individual use and generally not returnable and are not included in this policy for a refund. A separate refund must be paid by Arizona College of Nursing to the Student if those items were not provided to the Student. Refund disputes must be resolved by an administrator on a case-by-case basis.

- D. If a refund is owed, Arizona College of Nursing shall pay the refund to the person or entity who paid the tuition within 15 calendar days after the: (a) Date of cancellation by a Student of his/her enrollment; (b) Date of termination by Arizona College of Nursing of the enrollment of a Student; (c) Last day of an authorized leave of absence if a Student fails to return after the period of authorized absence; or (d) Last day of attendance of a Student, whichever is applicable. The institution will pay any refund due as a result of withdrawal no later than 30 days after the determination the Student withdrew.

## GEORGIA REFUND POLICY

### Student's Right To Cancel

An applicant who provides written notice of cancellation within 3 days (excluding Saturday, Sunday, and federal and state holidays) of signing an enrollment agreement is entitled to a refund of all monies paid. No later than 30 days after receiving the notice of cancellation, Arizona College of Nursing shall provide the 100% refund. An applicant that cancels more than 3 business days after enrolling, and before the start of the training program, Arizona College of Nursing shall refund to the student all the money the student has paid, minus the registration fee (not to exceed the lesser of \$49 or 10% of the tuition agreed upon in this Enrollment Agreement). If the student reschedules his/her start date or program after the first three (3) business days of the cancellation period, a rescheduling fee of \$49.00 will be assessed. All cancellation refunds will be paid within 15 days of cancellation. Any Student canceling enrollment must do so in writing to the campus at which Student is enrolled.

### Withdrawal After Program Start

A Student may choose to withdraw from Arizona College of Nursing at any time after starting a program. This can be done by notifying your advisor of his/her intent to officially withdraw. A Student who does not officially withdraw and is absent for 14 consecutive calendar days will be considered an unofficial withdrawal from Arizona College of Nursing effective on the last day of attendance. If Student has received federal student financial aid funds, Arizona College of Nursing

will refund federal student financial aid program funds paid but not earned back to the federal programs. Any unearned federal aid program funds will be returned to the federal programs within 45 days of withdrawal. The institution will also calculate the Student's tuition obligation for the period of enrollment completed prior to withdrawal.

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

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

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

person or entity who paid the tuition within 15 calendar days after the: (a) Date of cancellation by a Student of his/her enrollment; (b) Date of termination by Arizona College of Nursing of the enrollment of a Student; (c) Last day of an authorized leave of absence if a Student fails to return after the period of authorized absence; or (d) Last day of attendance of a Student, whichever is applicable.

### **MICHIGAN REFUND POLICY**

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

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

An applicant that cancels more than 3 business days after enrolling, and before the start of the training program, Arizona College of Nursing shall refund to the Student all the money the Student has paid, minus the registration fee (not to exceed the lesser of \$49 or 10% of the tuition agreed upon in this Enrollment Agreement). If the Student reschedules his/her start date or program after the first three (3) business days of the cancellation period, a rescheduling fee of \$49.00 will be assessed. All cancellation refunds will be paid within 15 days of cancellation. Any Student canceling enrollment must do so in writing to the campus at which Student is enrolled.

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

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

to the federal programs within 45 days of withdrawal. The institution will also calculate the Student's tuition obligation for the period of enrollment completed prior to withdrawal.

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

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

- A. If a Student withdraws (officially or unofficially) or is expelled by Arizona College of Nursing after the start of the semester and before the completion of more than 60% of the semester, Arizona College of Nursing will refund to the Student a pro-rata amount of the tuition charged for the semester of withdrawal agreed upon in this Enrollment Agreement minus 10% of the tuition or \$150, whichever is less, which is based on the completion of days out of the days in the semester.
- B. If a Student completes more than 60% of his/her semester, he/she is not entitled to a tuition refund and is obligated for the full contract price of the semester. There are no tuition refunds for completed terms or semesters.
- C. The refund calculation is for tuition only and does not include registration or uniform fees incurred. Books, educational supplies or equipment for individual use and generally not returnable and are not included in this policy for a refund. A separate refund must be paid by Arizona College of Nursing to the Student if those items were not provided to the Student. Refund disputes must be resolved by an administrator on a case-by-case basis.
- D. If a refund is owed, Arizona College of Nursing shall pay the refund to the person or entity who paid the tuition within 15 calendar days after the: (a) Date of cancellation by a Student of his/her enrollment; (b) Date of termination by Arizona College



of Nursing of the enrollment of a Student; (c) Last day of an authorized leave of absence if a Student fails to return after the period of authorized absence; or (d) Last day of attendance of a Student, whichever is applicable.

## MISSOURI REFUND POLICY

### Student's Right to Cancel:

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

An applicant that cancels more than three (3) business days after enrolling, and before the start of the training program, Arizona College of Nursing shall refund to the student all the money the student has paid, minus the registration fee (not to exceed the lesser of \$49 or 10% of the tuition agreed upon in this Enrollment Agreement). If the student reschedules his/her start date or program after the first three (3) business days of the cancellation period, a rescheduling fee of \$49.00 will be assessed. All cancellation refunds will be paid within 15 days of cancellation. Any Student canceling enrollment must do so in writing to the campus at which Student is enrolled.

### Withdrawal After Program Start:

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

prior to withdrawal.

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

### Institutional Refund Policy:

- A. If a Student withdraws (officially or unofficially) or is expelled by Arizona College of Nursing after the start of the semester and before the completion of more than 60% of the semester, Arizona College of Nursing will refund to the Student a pro-rata amount of the tuition charged for the semester of withdrawal agreed upon in this Enrollment Agreement minus 10% of the tuition or \$150, whichever is less, which is based on the completion of days out of the days in the semester.
- B. If a Student completes more than 60% of his/her term, he/she is not entitled to a tuition refund and is obligated for the full contract price of the term. There are no tuition refunds for completed terms or semesters.
- C. The refund calculation is for tuition only and does not include registration or uniform fees incurred. Books, educational supplies or equipment for individual use and generally not returnable and are not included in this policy for a refund. A separate refund must be paid by Arizona College of Nursing to the Student if those items were not provided to the Student. Refund disputes must be resolved by an administrator on a case-by-case basis.
- D. If a refund is owed, Arizona College of Nursing shall pay the refund to the person or entity who paid the tuition within 15 calendar days after the: (a) Date of cancellation by a Student of his/her enrollment; (b) Date of termination by Arizona College of Nursing of the enrollment of a Student; (c) Last day of an authorized leave of absence if a Student fails to return after the period of authorized absence; or (d) Last day of attendance of a

Student, whichever is applicable.

## NEVADA REFUND POLICY

### Student's Right to Cancel:

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

An applicant that cancels more than three (3) business days after enrolling, and before the start of the training program, Arizona College of Nursing shall refund to the student all the money the student has paid, minus the registration fee (not to exceed the lesser of \$49 or 10% of the tuition agreed upon in this Enrollment Agreement). If the student reschedules his/her start date or program after the first three (3) business days of the cancellation period, a rescheduling fee of \$49.00 will be assessed. All cancellation refunds will be paid within 15 days of cancellation. Any Student canceling enrollment must do so in writing to the campus at which Student is enrolled.

### Withdrawal After Program Start:

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

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

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

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

- A. If a Student withdraws (officially or unofficially) or is expelled by Arizona College of Nursing after the start of the semester and before the completion of more than 60% of the semester, Arizona College of Nursing will refund to the Student a pro-rata amount of the tuition charged for the semester of withdrawal agreed upon in this Enrollment Agreement minus 10% of the tuition or \$150, whichever is less, which is based on the completion of days out of the days in the semester.
- B. If a Student completes more than 60% of his/her term, he/she is not entitled to a tuition refund and is obligated for the full contract price of the term. There are no tuition refunds for completed terms or semesters.
- C. The refund calculation is for tuition only and does not include registration or uniform fees incurred. Books, educational supplies or equipment for individual use and generally not returnable and are not included in this policy for a refund. A separate refund must be paid by Arizona College of Nursing to the Student if those items were not provided to the Student. Refund disputes must be resolved by an administrator on a case-by-case basis.
- D. If a refund is owed, Arizona College of Nursing shall pay the refund to the person or entity who paid the tuition within 15 calendar days after the: (a) Date of cancellation by a Student of his/her enrollment; (b) Date of termination by Arizona College of Nursing of the enrollment of a Student; (c) Last day of an authorized leave of absence if a Student fails to return after the period of authorized absence; or (d) Last day of attendance of a Student, whichever is applicable.

### **OHIO REFUND POLICY**

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

An applicant who provides written notice of cancellation within five (5) days (excluding federal and state holidays) of signing an enrollment agreement is entitled to a refund of all monies paid. No later than 30 days after receiving the notice of cancellation, Arizona College of Nursing shall provide the 100% refund.

An applicant that cancels more than 5 business days after enrolling, and before the start of the training program, Arizona College of Nursing shall refund to the student all the money the student has paid. If the student reschedules his/her start date or program after the first five (5) business days of the cancellation period, a rescheduling fee of \$49.00 will be assessed. All cancellation refunds will be paid within 15 days of cancellation. Any Student canceling enrollment must do so in writing to the campus at which Student is enrolled.

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

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

The period of a Student's attendance will be measured from the first day of instruction as set forth in this Enrollment Agreement through the Student's last day of actual attendance, regardless of absences. The period of time for a training program is the period set forth in this Enrollment Agreement and does not include books, educational supplies or

equipment that is listed separately from the tuition and fees.

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

- A. If a Student withdraws (officially or unofficially) or is expelled by Arizona College of Nursing after the start of the semester and before the completion of more than 60% of the semester, Arizona College of Nursing will refund to the Student a pro-rata amount of the tuition charged for the semester of withdrawal agreed upon in this Enrollment Agreement which is based on the completion of days out of the days in the semester.
- B. If a Student completes more than 60% of his/her term, he/she is not entitled to a tuition refund and is obligated for the full contract price of the term. There are no tuition refunds for completed terms or semesters.
- C. The refund calculation is for tuition only and does not include registration or uniform fees incurred. Books, educational supplies or equipment for individual use and generally not returnable and are not included in this policy for a refund. A separate refund must be paid by Arizona College of Nursing to the Student if those items were not provided to the Student. Refund disputes must be resolved by an administrator on a case-by-case basis.
- D. If a refund is owed, Arizona College of Nursing shall pay the refund to the person or entity who paid the tuition within 15 calendar days after the: (a) Date of cancellation by a Student of his/her enrollment; (b) Date of termination by Arizona College of Nursing of the enrollment of a Student; (c) Last day of an authorized leave of absence if a Student fails to return after the period of authorized absence; or (d) Last day of attendance of a Student, whichever is applicable.

### **TEXAS REFUND POLICY**

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

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

An applicant who provides written notice of cancellation, which is a detachable statement included on the last page of

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

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

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

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

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

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

Agreement through the Student's last day of actual attendance, regardless of absences. The period of time for a training program is the period set forth in this Enrollment Agreement.

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

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

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

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

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

The refund calculation is for tuition only and does not include registration or uniform fees incurred. Refunds for items of extra expense to the Student, such as books, tools, or other supplies are to be handled separately from the refund of tuition and other academic fees. The Student will not be required to purchase instructional supplies, books and tools until such time as these materials are required. Once these materials are purchased, no refund will be made. Refund disputes must be resolved by a College administrator on a case-by-case basis.

If a refund is owed, Arizona College of

Nursing shall pay the refund to the person or entity who paid the tuition within 15 calendar days, but no later than 30 days after the: (a) Date of cancellation by a Student of his/her enrollment; (b) Date of termination by Arizona College of Nursing of the enrollment of a Student; (c) Last day of an authorized leave of absence if a Student fails to return after the period of authorized absence; or (d) Last day of attendance of a Student prior to withdrawal, whichever is applicable.

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

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

- An enrollee is not accepted by the school;
- If the course of instruction is discontinued by the school and this prevents the Student from completing the course; or
- If the Student's enrollment was procured as a result of any misrepresentation in advertising, promotional materials of the school, or representations by the owner or representatives of the school.

A full or partial refund may also be due in other circumstances of program deficiencies or violations of requirements for career schools and colleges.

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

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

- If tuition and fees are collected in advance of the withdrawal, a pro rata refund of any tuition, fees, or other charges paid by the Student for the



program and cancellation of any unpaid tuition, fees, or other charges owed by the Student for the portion of the program the Student did not complete following withdrawal;

- A grade of “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.

## UTAH REFUND POLICY

### Student’s Right to Cancel:

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

An applicant that cancels more than 3 business days after the latest event listed

above, Arizona College of Nursing shall refund to the Student all the money the Student has paid, minus the registration fee (not to exceed the lesser of \$49 or 10% of the tuition agreed upon in this Enrollment Agreement). If the Student reschedules his/her start date or program after the first three (3) business days of the cancellation period, a rescheduling fee of \$49.00 will be assessed. All cancellation refunds will be paid within 15 days of cancellation. Any Student canceling enrollment must do so in writing to the campus at which Student is enrolled.

### Withdrawal After Program Start:

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

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

### Institutional Refund Policy:

- A. If a Student withdraws (officially or unofficially) or is expelled by Arizona College of Nursing after the start of the semester and before the completion of more than 60% of the semester, Arizona College of Nursing will refund to the Student a pro-rata amount of

the tuition charged for the semester of withdrawal agreed upon in this Enrollment Agreement minus 10% of the tuition or \$150, whichever is less. The proration of tuition is based upon the days in the semester completed as of the last day of attendance out of the days in the entire semester.

- B. If a Student completes more than 60% of his/her term, he/she is not entitled to a tuition refund and is obligated for the full contract price of the term. There are no tuition refunds for completed terms or semesters.
- C. The refund calculation is for tuition only and does not include registration or uniform fees incurred. Books, educational supplies or equipment for individual use and generally not returnable and are not included in this policy for a refund. A separate refund must be paid by Arizona College of Nursing to the Student if those items were not provided to the Student. Refund disputes must be resolved by an administrator on a case-by-case basis.
- D. If a refund is owed, Arizona College of Nursing shall pay the refund to the person or entity who paid the tuition within 15 calendar days after the: (a) Date of cancellation by a Student of his/her enrollment; (b) Date of termination by Arizona College of Nursing of the enrollment of a Student; (c) Last day of an authorized leave of absence if a Student fails to return after the period of authorized absence; or (d) Last day of attendance of a Student, whichever is applicable.

## VIRGINIA REFUND POLICY

### Refund Policy for Cancellation (Student’s Right To Cancel):

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

An applicant that cancels more than 3 business days after enrolling, and before the start of the training program, Arizona College of Nursing shall refund to the

student all the money the student has paid, minus the registration fee (not to exceed the lesser of \$100 or 15% of the tuition agreed upon in this Enrollment Agreement). If the student reschedules his/her start date or program after the first three (3) business days of the cancellation period, a rescheduling fee of \$49.00 will be assessed.

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

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

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

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

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

A. If a Student withdraws (officially or unofficially) or is expelled by Arizona College of Nursing after the start of the semester and before the completion of more than 60% of the semester, Arizona College of Nursing will refund to the Student a pro-rata

amount of the tuition charged for the semester of withdrawal agreed upon in this Enrollment Agreement.

- B. If a Student completes more than 60% of his/her term, he/she is not entitled to a tuition refund and is obligated for the full contract price of the term. There are no tuition refunds for completed terms or semesters.
- C. The refund calculation is for tuition only and does not include registration or uniform fees incurred. Books, educational supplies or equipment for individual use and generally not returnable and are not included in this policy for a refund. A separate refund must be paid by Arizona College of Nursing to the Student if those items were not provided to the Student. Refund disputes must be resolved by an administrator on a case-by-case basis.
- D. If a refund is owed, Arizona College of Nursing shall pay the refund to the person or entity who paid the tuition within 15 calendar days after the: (a) Date of cancellation by a Student of his/her enrollment; (b) Date of termination by Arizona College of Nursing of the enrollment of a Student; (c) Last day of an authorized leave of absence if a Student fails to return after the period of authorized absence; or (d) Last day of attendance of a Student, whichever is applicable.

#### **Virginia Refund Policy:**

- A. A student who enters the school but withdraws or is terminated during the first quartile (25%) of the program shall be entitled to a minimum refund amounting to 75% of the cost of the program.
- B. A student who withdraws or is terminated during the second quartile (more than 25% but less than 50%) of the program shall be entitled to a minimum refund amounting to 50% of the cost of the program.
- C. A student who withdraws or is terminated during the third quartile (more than 50% but less than 75%) of the program shall be entitled to a minimum refund amounting to 25% of the cost of the program.
- D. A student who withdraws after

completing more than three quartiles (75%) of the program shall not be entitled to a refund.

## **WISCONSIN REFUND POLICY**

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

An applicant who provides written notice of cancellation within 3 days (excluding Saturday, Sunday, and federal and state holidays) of acceptance of an enrollment agreement is entitled to a refund of all monies paid. No later than 10 days after receiving the notice of cancellation, Arizona College of Nursing shall provide the 100% refund.

An applicant that cancels more than 3 business days after enrolling, and before the start of the training program, Arizona College of Nursing shall refund to the student all the money the student has paid, minus the registration fee (not to exceed the lesser of \$49 or 10% of the tuition agreed upon in this Enrollment Agreement). If the student reschedules his/her start date or program after the first three (3) business days of the cancellation period, a rescheduling fee of \$49.00 will be assessed. All cancellation refunds will be paid within 15 days of cancellation. Any Student canceling enrollment must do so in writing to the campus at which Student is enrolled.

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

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

The period of a Student's attendance will be measured from the first day of

instruction as set forth in this Enrollment Agreement through the Student's last day of actual attendance, regardless of absences. The period of time for a training program is the period set forth in this Enrollment Agreement and does not include books, educational supplies or equipment that is listed separately from the tuition and fees

**Wisconsin Refund Policy:**

- A. If a Student withdraws (officially or unofficially) or is expelled by Arizona College of Nursing after the start of the first semester and before the completion of more than 60% of the first semester, Arizona College of Nursing will refund to the Student a pro-rata amount of the tuition, registration fee, and resource fee charged for the first semester of withdrawal agreed upon in this Enrollment Agreement, minus \$100, which is based on the completion of days out of the days in the semester.
- B. If a Student withdraws (officially or unofficially) or is expelled by Arizona College of Nursing after the start of the subsequent semester and before the completion of more than 60% of the subsequent semester, Arizona College of Nursing will refund to the Student a pro-rata amount of the tuition and resource fee charged for the subsequent semester of withdrawal agreed upon in this Enrollment Agreement, minus 15% of the tuition and resource fee or \$400, whichever is less, which is based on the completion of days out of the days in the semester.
- C. If a Student completes more than 60% of his/her term, he/she is not entitled to a tuition and resource fee refund and is obligated for the full contract price of the term. There are no tuition and resource fee refunds for completed terms or semesters.
- D. All efforts will be made to refund prepaid amounts for books, supplies and other charges unless the student has consumed or used those items and they can no longer be used or sold to new students, or returned by the school to the supplier. These charges are not included in this policy for a refund. A separate refund must be paid by Arizona College of Nursing to the Student if these items were not provided to the Student. Refund disputes must be resolved by an administrator on a case-by-case basis.
- E. If a refund is owed, Arizona College of Nursing shall pay the refund to the person or entity who paid the tuition and fees within 15 calendar days after the: (a) Date of cancellation by a Student of his/her enrollment; (b) Date of termination by Arizona College of Nursing of the enrollment of a Student; (c) Last day of an authorized leave of absence if a Student fails to return after the period of authorized absence; or (d) Last day of attendance of a Student, whichever is applicable.





# STUDENT FINANCIAL ASSISTANCE

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

## General Student Aid Eligibility

Eligibility for most federal student aid is based on financial need and on several other factors. The most basic eligibility requirements to receive federal student aid are the following:

- Be a U.S. citizen or an eligible noncitizen
- Have a valid Social Security Number
- Maintain satisfactory academic progress
- Have a high school diploma or recognized equivalent such as a General Educational Development (GED®)
- Not be in default or owe an overpayment of Federal Student Aid

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

## TERMS & CONDITIONS – DIRECT LOANS

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

### How to Apply

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

Gather the documents needed to apply. For example, you'll need:

- Income tax returns (yours and sometimes your parents), W-2 forms and other records of income
- Identification documents (Social Security cards, driver's licenses, etc.)

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

## METHOD & FREQUENCY OF AID DISBURSEMENTS

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

Federal Student Aid, including the Pell Grant, SEOG, Direct Subsidized/Unsubsidized Loans and Parent PLUS Loans, generally will cover a full academic year and your school will pay out your money in at least two payments called disbursements. In most cases, your school must pay you at least once per term (semester, trimester or quarter). Once tuition and fee obligations charged by the institution have been met, the student may receive the excess amount of federal student aid that creates a credit on the account.

## DISBURSEMENTS FOR BOOKS & SUPPLIES

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

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





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

### **SATISFACTORY ACADEMIC PROGRESS**

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

### **VETERANS BENEFITS**

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

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

### **VBTA Policy**

Arizona College of Nursing, in accordance with the Veterans Benefits and Transition Act of 2018, will not impose any penalty, including the assessment of late fees, the denial of access to classes, libraries or other institutional facilities, or the requirement that a Chapter 31 or 33 recipient borrow additional funds to cover the individual's inability to meet his or her financial obligations to the institution due to the delayed disbursement of a payment by the U.S. Department of Veteran Affairs. This policy is limited to tuition funds paid by the U.S. Department of Veteran Affairs.

NOTE: A covered Individual is any individual who is entitled to educational assistance under chapter 31, Vocational Rehabilitation and Employment or chapter 33, Post-9/11 GI Bill® benefits. GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government website at [www.benefits.va.gov/gibill](http://www.benefits.va.gov/gibill). The Cincinnati, Cleveland, Chesapeake, and Falls Church campuses are not approved to train eligible Veterans and their dependents.

## TYPES OF AID AVAILABLE

### FEDERAL PELL GRANT

TYPE OF AID:	Grant: does not have to be repaid
DESCRIPTION:	The Pell Grant is awarded to students who have a financial need as determined by the U.S. Department of Education. Pell Grants are awarded usually only to undergraduate students who have not earned a bachelor's or a professional degree. You may receive less than the maximum award depending not only on your financial need, but also on your costs to attend school, your status as a full-time or part-time student and your plans to attend school for a full academic year or less.
ELIGIBILITY:	\$750 - \$7,395

### FEDERAL SUPPLEMENTAL EDUCATIONAL OPPORTUNITY GRANT (FSEOG)

TYPE OF AID:	Grant: does not have to be repaid
DESCRIPTION:	For undergraduates with exceptional financial need; Federal Pell Grant recipients take priority; funds depend on availability at school.
ELIGIBILITY:	\$100 - \$4,000

### DIRECT SUBSIDIZED/UNSUBSIDIZED/PARENT PLUS

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

### LOANS FIRST DISBURSED ON OR AFTER

LOAN TYPE	BORROWER TYPE	7/1/2024 AND BEFORE	7/1/2025 AND BEFORE
		7/1/2025	7/1/2026
Direct Subsidized/Unsubsidized Loans	Undergraduate	6.53%	6.39%
Direct Parent PLUS	Undergraduate	9.08%	8.94%

### PRIVATE LOAN

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

### INSTITUTIONAL RETAIL INSTALLMENT CONTRACT

TYPE OF AID:	Payment Plan: must be repaid with interest
DESCRIPTION:	Students who have exhausted all other means of funding can make payments to the institution for the difference through an institutional loan (iLoan). Interest on an institutional loan is subsidized during school. Payments made after graduation or withdrawal from the program will be charged a 12% interest rate. Interest is calculated on a daily simple interest bases according to the outstanding balance, and the daily interest rate will be equal to the annual interest rate divided by the number of days in the year.
ELIGIBILITY:	\$5,000 limit for diploma programs and limit varies based on enrollment status and balance for degree programs

More information about interest rates can be found at: <https://studentaid.gov/understand-aid/types/loans/interest-rates>



## ARIZONA COLLEGE OF NURSING SCHOLARSHIPS

### FUTURES SCHOLARSHIP

TYPE OF AID: Scholarship

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

### GED® SCHOLAR SCHOLARSHIP

TYPE OF AID: Scholarship

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

### ADVANCEMENT SCHOLARSHIP

TYPE OF AID: Scholarship

DESCRIPTION: This scholarship is for student who previously completed a diploma, certificate, associate's, or bachelor's program.

### CONTINUING EDUCATION SCHOLARSHIP

TYPE OF AID: Scholarship

DESCRIPTION: This scholarship is intended to support students who have completed an Allied Health post-secondary certificate or degree program at Arizona College.

### WORKING PARENT SCHOLARSHIP

TYPE OF AID: Scholarship

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

### ACHIEVEMENT SCHOLARSHIP

TYPE OF AID: Scholarship

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

### OPPORTUNITY SCHOLARSHIP

TYPE OF AID: Scholarship

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

To learn more about scholarship options at Arizona College of Nursing, please see the Financial Aid Department.

NOTE: Institutional scholarships are not offered at the Nevada or California campuses.



Ft. Lauderdale Campus

## NEVADA LICENSED SCHOOLS

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

## REPAYMENT TERMS OF DIRECT LOANS

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

Your loan servicer, the company that handles the billing and other services for your loan, will provide you with information about repayment and your repayment start date. You can visit the servicer's website or call them to find out how to make payments. After you graduate, leave school or drop below half-time enrollment, you have a period of time called a grace period before you begin repayment. The grace period is six-months for a Federal Direct Loan. You have a choice of several repayment plans that are designed to meet the different needs of individual borrowers. The amount you pay and the length of time to repay your loans will vary depending on the repayment plan you choose. In some cases, you might be able to reduce your interest rate if you sign up for electronic debiting. It is very important that you make your full loan payment on time either monthly or according to your repayment schedule. If you do not, you could end up in default, which has serious consequences.

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

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

If you stop making payments and don't get a deferment or forbearance, your loan could go into default. If you default, it means you failed to make payments on your student loans according to the terms of your promissory note, the binding legal document you signed at the time you took out your loan. In other words, you failed to make your loan payments as scheduled. Your school, the financial institution that made or owns your loan, your loan guarantor and the federal government can all take action to recover the money you owe. Here are some consequences of default:

- The entire unpaid balance of your loan and any interest you owe becomes immediately due (this is called "acceleration").
- You will lose eligibility for additional federal student aid.
- The default will be reported to credit bureaus, damaging your credit rating and affecting your ability to buy a car or house or to get a credit card.
- Your tax refunds and federal benefit payments may be withheld and applied toward repayment of your defaulted loan (this is called "treasury offset").
- Your wages will be garnished. This means your employer may be required to withhold a portion of your pay and send it to your loan holder to repay your defaulted loan.
- Your loan holder can take you to court.

**Sample Standard Repayment Schedule**

Loan Amount	\$9,500.00
Interest Rate	4.99%
<b>Repayment Summary</b>	
Months in Repayment	120
Monthly Payment	\$101.00
Total Interest Payment	\$2,586.00
Total Loan Payment	\$12,086.00

**TERMS FOR WORK-STUDY**

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

Prior to beginning work all work-study students must meet new hire eligibility requirements for the position, complete all human resource/payroll paperwork, as well as be approved by the Financial Aid Office.

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

Employees must report to work on time and work the agreed-upon hours. Employees must inform the supervisor if they cannot report to work or will be late. Work-study employees must be in good academic standing to continue in the position.

**EXIT COUNSELING**

A direct loan borrower who is graduating, leaving school or dropping below half-time enrollment is required to complete exit counseling. At the time of exit counseling the Exit Counseling Guide for Federal Student Loan Borrowers will be provided. Students are required to complete the Borrower's Rights and Responsibilities form included in this publication.

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

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

- Pell Grants
- Direct Subsidized/ Unsubsidized Loans
- Parent PLUS Loans
- Supplemental Educational Opportunity Grants (FSEOG)

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

A program is offered in modules if, for a payment period or period of enrollment, a course or courses in the program do not span the entire length of the payment period or period of enrollment. Students who are enrolled in modular courses will not be considered withdrawn for Return of Title IV purposes if one of the following conditions are met:

- Successfully complete half-time enrollment (6 or more credits) in the payment period
- Successfully complete a module or combination of modules that equals 49% or more of the number of countable days in the payment period.

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



*Ft. Lauderdale Campus*





Ft. Lauderdale Campus

If you did not receive all of the funds that you earned, you may be due a post-withdrawal disbursement. If your post-withdrawal disbursement includes loan funds, your school must obtain your permission before it can disburse them. Arizona College of Nursing can disburse eligible grant funds without the student's permission for current charges, including tuition and fees, up to the amount of outstanding charges. Arizona College of Nursing will request your permission to use the post-withdrawal grant disbursement for any other charges.

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

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

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

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

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

- Unsubsidized Direct Loans
- Subsidized Direct Loans
- Parent PLUS Loans
- Pell Grants
- Supplemental Educational Opportunity Grants

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



# ACADEMIC STANDARDS

---



---

## QUICK LINKS

---



855.706.8382



REQUEST INFO

# GENERAL ACADEMIC STANDARDS

## TIME ALLOTMENT FOR EDUCATION

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

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

## CREDIT HOUR DEFINITION

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

### One semester credit hour equals:

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

## ACADEMIC LOAD

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

Part-time students are those enrolled for less than 12 credit hours per term.

## CUMULATIVE GRADE POINT AVERAGE

Cumulative grade point average (CGPA) by dividing total cumulative "quality grade points" earned by "total quality hours" attempted. Academic letter grades carry the following grade points: A = 4.00, B = 3.00, C = 2.00 and F = 0.00.

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

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

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

- Is in good academic standing with a minimum Cumulative Grade Point Average (CGPA) of 3.0.
- Is requesting no more than one science course as one of the three courses requested.

- Has no more than a part-time work schedule due to the amount of homework that will be required to be successful in 3 courses in our accelerated 8-week term (approximately 27 hours per week).
- Understands that he/she will be responsible for paying for the courses at the per credit tuition rate.

## INDEPENDENT STUDY

Independent Study is a faculty-guided instructional format available only in limited and specific circumstances, such as when a required course is unavailable or when an approved academic need exists. Independent Study is not a substitute for regularly scheduled courses and must receive prior approval from Academic Leadership.

These courses are not self-paced and require regular, substantive, and documented interaction between the instructor and student, including feedback, assessments, and academic progress monitoring. Independent Study carries the same credits, learning outcomes, academic rigor, and term dates as traditional coursework.

Independent Study is not correspondence education and may be used for both VA and non-VA students when compliant with institutional, state, and federal regulations.

## EMPLOYMENT

It is recommended that students who are employed inform their employer about enrollment in the full-time nursing program and attempt to

negotiate an alternate work schedule, especially during final exams. There will be no excused absences related to a student's work schedule.

Students are prohibited from working the night shift prior to a scheduled clinical, simulation, or nursing lab skills day. Attending experiential learning experiences without proper rest can significantly increase the risk of errors in patient care, clinical decision-making, and skill performance.

Students must also not work a day shift prior to an assigned clinical night shift for the same reasons—lack of adequate rest compromises safe practice and learning outcomes.

If a faculty member determines that a student has worked within 8 hours immediately prior to a scheduled clinical, simulation, or nursing lab skills session or observes behavior indicating inadequate rest or preparedness the student will be sent home and marked absent for the day. Absences due to verifiable reasons such as working prior to the learning experience may be deemed unexcused, and a make-up may not be provided. Excused absences are granted at the discretion of the dean.

Students are expected to arrive fully rested, alert, and adequately prepared to engage safely and effectively in all patient care, simulation, and skills lab activities.

Students must not be scheduled for, nor attend, any employment or externship commitments during their assigned clinical hours. Clinical experiences are mandatory and take precedence over all work, employment, or externship obligations. Any scheduling conflicts must be reported immediately to the assigned Faculty and the Dean of Nursing for resolution.

## SCHEDULE CHANGES

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

commitments that do not allow flexibility.

## ATTENDANCE & TARDINESS

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

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

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

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

Excused absences are not applied for attendance posting purposes. An excused absence only permits students to make up missed assignments or exams for full credit; it does not allow attendance to be recorded.

### Extenuating Circumstances

- If there are extenuating circumstances (i.e., documented jury duty, documented military reserve service obligations) that may cause or is expected to cause absences in the future in violation of the 14 consecutive days referenced above, the student should contact the course instructor and Dean of Nursing or designee.

### Classroom

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

CREDIT HOURS	TOTAL CREDIT HOURS	20% MISSED CLASS HOURS CORE NURSING
1 CREDIT COURSE	15	3 HOURS
2 CREDIT COURSE	30	6 HOURS
3 CREDIT COURSE	45	9 HOURS
4 CREDIT COURSE	60	12 HOURS

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

### Clinical & Laboratory

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

### Academic Foundations Seminar – Attendance Policy

To support student readiness and long-term academic success, all newly admitted and readmitted students in the Bachelor of Science in Nursing (BSN) program at Arizona College of Nursing are required to attend the Academic Foundations Seminar (AFS).

This mandatory, two-session seminar is designed to:

- Ensure students are familiar with required academic and support resources
- Clearly communicate program expectations and key policies
- Introduce essential academic skills and strategies for success

Attendance at the scheduled campus Academic Foundations Seminar is mandatory. Failure to attend the scheduled mandatory seminar, or an approved make-up session, may result in administrative removal from registered courses.

\*The mandatory attendance requirement for the Academic Foundations Seminar does not apply to students enrolled at campuses located in Ohio.

### COURSE ATTEMPTS

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

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

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

### SATISFACTORY ACADEMIC PROGRESS

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

The policy consists of two standards - a qualitative standard in which students must maintain a satisfactory Cumulative Grade Point Average (CGPA) and a quantitative standard that requires students meet a minimum pace of completion towards graduation.

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

#### SATISFACTORY ACADEMIC PROGRESS STANDARDS

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



## PACE OF COMPLETION

For Satisfactory Academic Progress, students must meet the expected pace of completion. Arizona College of Nursing calculates the pace at which a student is progressing by dividing the total number of hours the student has successfully completed by the total number of attempted credits. All repeat, incomplete, withdrawal and transfer credits that apply towards a student's program are counted toward the hours attempted for pace of completion 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.

## MAXIMUM TIMEFRAME

Maximum timeframe for a program measured in credit hours is a period no longer than 150% of the published length of the program. For programs measured in clock hours, a period no longer than 150% of the published length of the program as measured by the cumulative number of clock hours the student is required to complete and expressed in calendar time.

Arizona College of Nursing calculates the maximum timeframe at which a student is progressing by dividing the total number of hours the student has successfully completed by the total number of attempted credits. A student is ineligible to receive Federal Financial Aid when it becomes mathematically impossible to complete the program within 150% of its published program length. All repeat, incomplete, withdrawal and transfer credits that apply towards a student's program are counted toward the hours attempted for maximum timeframe measurement. This includes periods in which the student did not receive Federal Financial Aid funds. Only transfer credits that count toward the student's current program are counted as both attempted and completed hours.

## FINANCIAL AID WARNING

Arizona College of Nursing checks Satisfactory Academic Progress at the end of each semester for credit hour

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

## APPEALS & FINANCIAL AID PROBATION

Students who fail to make satisfactory progress after the Financial Aid Warning period lose their financial aid and Veteran's educational benefit eligibility unless they successfully appeal and are placed on Financial Aid Probation. Students who wish to appeal must do so at the end of their warning period by submitting the Appeal Form along with supporting documentation to their campus leader. The appeal documentation will be reviewed by Registrar Services and must explain the extenuating circumstances that occurred during the SAP review timeframe that the student believes would have a bearing on the reinstatement, for example; emergencies, illness, accident or other special circumstances. The appeal must explain why satisfactory progress was not met and what has changed in the situation that will allow satisfactory progress by the next evaluation. Arizona College of Nursing's appeal procedure may be obtained at the Administrative Office. Students granted an appeal will be notified in writing and placed on Financial Aid Probation status for one semester, unless otherwise stated in the academic plan and Federal Financial Aid is reinstated. If the appeal is denied, the student will not be eligible for Federal Financial Aid funds.

## SATISFACTORY ACADEMIC PROGRESS & FEDERAL FINANCIAL AID ELIGIBILITY

All students are considered to be making Satisfactory Academic Progress when they begin their program. Students on Financial Aid Warning are also considered to be making Satisfactory Academic Progress and will continue to receive financial aid disbursements. Students are eligible for an additional disbursement of Federal Financial Aid for a semester 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 semester on Financial Aid Probation, they will lose Federal Financial Aid eligibility and may be terminated.

## LEAVE OF ABSENCE (LOA)

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

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

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

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

- Students who have an emergency situation, life event or a temporary condition inhibiting/restricting their ability to attend school may be granted an academic LOA not to exceed 180 calendar days in any 12-month period.
- There must be a reasonable expectation that the student will return from the academic LOA.
- An academic LOA must be requested in writing on the required form, signed and dated by the student and accompanied by third-party documentation that specifies the reason for the request.

- An academic LOA request without supporting documentation requires the authorization of the Campus President.
- Students requesting an academic LOA must be making Satisfactory Academic Progress (SAP) at the time of the request.
- Any Core student whose academic LOA was the result of an illness, hospitalization, trauma or pregnancy to return must submit a signed and dated release from a healthcare provider stating that the student is physically, mentally and/or emotionally able to provide direct nursing care to patients without restrictions.
- The College Registrar, in consultation with the Campus President, makes the final determination regarding granting an academic LOA.
- Students are not eligible for an academic LOA during the first 14 days as a student at Arizona College of Nursing.
- Virginia Students Only: Upon the students return from LOA, the student is permitted to complete the coursework the student began prior to the LOA.

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

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

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

\* Students who were terminated for not meeting satisfactory academic progress can follow the appeal process to appeal for readmission.

\*\* Missouri Students Only: A student may choose to withdraw from the College at any time after starting the program.

Students returning from an academic LOA must meet with the Financial Aid Office to have their financial aid reinstated. No monetary charges will be assessed to the student during a leave of absence.

## PROGRAM OR COURSE WITHDRAWAL

### Program withdrawal initiated by student –

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

### Program withdrawal initiated by the College –

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

### Course withdrawal initiated by the student –

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

## INTERRUPTION IN EDUCATION

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

If curriculum changes occur, students must meet new curriculum requirements even if they include taking additional credit hours upon return.

## PROGRAM READMISSION/RE-ENTRY/REPEATING

### Readmission:

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

- The student completes an application as a new student and meets all admission requirements;
- Any outstanding balance with the college has been satisfied;

- The student was not dismissed for issues relating to academic integrity, Satisfactory Academic Progress (SAP)\*, unsafe patient care or inappropriate conduct;
- Core students must also complete a new background check and drug test and meet all General Education course requirements for the transition into Core and have an updated record of immunizations;
- Core students may not have had a previous re-entry into Core; and
- Core courses completed prior to the program drop must be repeated.

### Re-entry:

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

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

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

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

**Repeating a Semester (Core):**

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

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

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

**GRADING STANDARDS**

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

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

LETTER GRADE	BACCALAUREATE NURSING MAJOR DEFINITION	POINT SCALE	GPA VALUE
A	Excellent	90-100	4.0
B	Above Average	80-89	3.0
C	Average	70-79	2.0
F	Failure - Not Passing	69 or below	0.0
MW	Military Withdrawal	0	0
W	Withdrawal	0	0
TR	Transfer	N/A	N/A
PC	Proficiency Credit	N/A	N/A
I	Incomplete	N/A	N/A

**Core Nursing Course Grading Scale**

LETTER GRADE	BACCALAUREATE NURSING MAJOR DEFINITION	POINT SCALE	GPA VALUE
A	Excellent	93-100	4.0
B	Above Average	85-92	3.0
C	Average	77-84	2.0
F	Failure - Not Passing	76 or below	0.0
MW	Military Withdrawal	0	0
W	Withdrawal	0	0
TR	Transfer	N/A	N/A
PC	Proficiency Credit	N/A	N/A
I	Incomplete	N/A	N/A

**HONORS DESIGNATIONS**

General Education students who successfully complete all required courses in a semester (11 or more credits) with a GPA of 3.5-4.0 are eligible for the honor of General Education Dean's List.

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

3.5 – 4.0 Semester GPA Dean's List

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

**Graduation Honors:**

3.5 – 3.69 Cum Laude

3.7 – 3.89 Magna Cum Laude

3.9 – 4.0 Summa Cum Laude

## INCOMPLETE GRADES

### Allowable Instances

An Incomplete ("I") is a temporary grade that may be given at the faculty member's discretion to a student when illness, necessary absence or other reasons beyond the control of the student prevent completion of course requirements by the end of the academic term. A student that is inactive is not eligible for a grade of Incomplete. Incomplete grades at the time of withdrawal will be moved to fail.

### Incomplete grades may be given only in the following circumstances with the corresponding documentation, when appropriate:

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

Students awarded a grade of "Incomplete" for a course in one semester have until the last day of the subsequent semester to complete the work defined in the "Incomplete" agreement approved by the course instructor and Campus President or designee. If the "incomplete" course has an impact to progression in the program (e.g., prerequisite), the subsequent course cannot be taken until the "incomplete" is resolved.

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

- The student initiates the request for an incomplete grade before the end of the course(s).
- The Instructor and student complete the Application for Incomplete Grade

form before the end of the course(s).

- The Instructor and Campus President or designee approve the Application for Incomplete Grade before the end of the course(s).

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

## MILITARY WITHDRAWAL

For those students wishing to withdraw from the course or program due to military obligations, a Change of Status Form must be completed, and an official copy of the military orders must be attached and submitted to the Dean of Nursing or designee.

When military students on active duty (whether regular active duty, reserve, or National Guard members called to active service) must withdraw from one or more classes due to military deployment or other military exigencies, the Arizona College of Nursing will waive the requirement that withdrawals be made prior to the 75% point of the course. In such cases, the student's grade will be recorded as a non-punitive withdrawal and will not count against the student's academic progress including the pace requirement and grade point average.

Should a military student in good standing with the Arizona College of Nursing need to withdraw from the College entirely due to military commitments, the service member may return to the College, following the Program Readmission/Reentry/Repeating Policies outlined in the Catalog.

Tuition and Fees: Arizona College of Nursing will follow the same requirements outlined in Leave of Absence policy in this catalog.

## TESTING

### General

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

test. The proctor will be the official timekeeper whose decision is final.

### Testing Environment

- All faculty created exams are administered via Canvas software on the students' personal laptop computers.
- Laptops must be charged and ready to complete the exam (charging station may not be available).
- All belongings including but not limited to backpacks, purses, phones, smart watches, water bottles and hats must be placed in front of the classroom.
- All phones must be on mute (and at the front of the classroom).
- Students may use only calculators issued by Arizona College of Nursing.
- Students may be provided pencil and paper or a dry erase marker and a small white board by faculty or designee. Scratch paper and white board must be turned into faculty or designee before leaving the testing environment.
- Faculty or designee will monitor all exams.
- No talking is permitted.
- Faculty have the right to move students.
- Once the exam has begun, students may not approach faculty to ask questions.
- If a student leaves the room once the exam has begun, the exam is over for the student and faculty will close it.
- After completing an exam, students will leave the classroom and not return until instructed by faculty.
- Students who are observed to violate the above criteria will be asked to leave the exam, given no credit and reported for a violation of the Student Code of Conduct.
- Exams may be conducted remotely to accommodate emergency situations. For exams that are conducted remotely, any example of the following may be considered academic dishonesty and will be followed up with appropriate actions:
  - Camera out of angle of exam takers face
  - Speaking during the examination



- Covering of the face or mouth
- Sound or audio muted during the examination
- Repetitive use or requiring of a resume code
- Identification of items that are not allowed, including but not limited to: textbooks, cell phones, smart watches, notes, headphones and multiple people in the environment.

### Review of the Exam

Faculty will assess all exam scores and will review the most challenging concepts with the class. Individual exam reviews may be scheduled as outlined in the following process:

- Individual exam reviews are to be scheduled with the instructor giving the exam.
- Exam questions will not be available for review; only the rationale for the correct answer for questions that were incorrectly answered will be discussed during the review.
- The exam review may be conducted by the instructor and/or delegate.
- Each exam may be reviewed only once.
- Exams are available for review for five school days following the posting of the exam grades.
- Students are not permitted to bring any items into the exam review. This includes but is not limited to backpacks, purses, phones, smart watches, water bottles and hats (same as testing conditions).
- Based on review of the exam by the instructor and analysis of test items by the assessment team and in consultation with the Dean of Nursing, selected items may be nullified or alternative answers accepted. Exam scores would then be recalculated.

### Medication Calculation Exams

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

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

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

### LATE ASSIGNMENTS

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

### DISCUSSION QUESTIONS IN ONLINE OR BLENDED COURSES

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

### A substantive post:

- Contributes to the content of the discussion while stimulating further discussion by presenting another point of view or providing greater depth to the original post;
- Provides additional information on the topic, supported with professional resources;
  - Is scholarly in nature, using a professional tone and
  - Includes proper academic writing, i.e., spelling, grammar, and sentence structure.

Responses should be posted directly onto the discussion board.

### TECHNOLOGY USE RULES

#### Official Program Communication

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

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

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

- Smart phones, tablets, mobile devices, laptops or other electronic devices may be used in class.
- Students must follow clinical agency policies related to smart phones and other electronic devices.
- Smart phones and mobile devices must be on "airplane mode" or "silent" during class or clinical experiences.
- No photos may be taken by students in clinical agency or lab environments. The exception is taking pictures or videos in the laboratory environment when it is an assignment.
- No personal phone conversations or texting is allowed at any time while in a patient area.
- Students must be respectful to the patient at all times and ensure focused attention on the patient when in the room. If using the mobile device

at the bedside to augment patient care, the student should apologize for the interruption in care and explain how this will help their care.

- Clinical agency staff have the right to ask to see what programs students are using at any time. Use of facility computers for personal use is prohibited.
- Students must protect the confidentiality of patient information at all times in accordance with HIPAA.
- Students who violate patient privacy with the mobile device will be subject to HIPAA infractions of the clinical agency and disciplinary actions by the College.
- Lectures may be voice recorded at the instructors' discretion, although the video taping of any lecture is prohibited in the classroom.

for reimbursement. The College highly encourages graduates to be prepared before taking the exam because their success on the first attempt contributes to the public perception of their alma mater and makes them highly desirable for employment.

## GRADUATION REQUIREMENTS

The student must satisfactorily complete:

- Minimum CGPA of 2.0
- All coursework in the BSN program of study at the established passing standard
- All financial obligations must be met and all accounts must be in good standing\*

## NCLEX-RN ELIGIBILITY STATEMENT

Graduates are eligible to apply and may be able to sit for the National Council Licensure Examination for Registered Nurses (NCLEX-RN®) after they have completed the BSN program of study, their degree is conferred, and they are given State Board of Nursing approval. Arizona College of Nursing does not guarantee that graduates will pass NCLEX-RN® and become licensed as a Registered Nursing (RN).

Arizona College of Nursing will reimburse graduates the cost of NCLEX-RN application fee provided that they pass on the first attempt and they notify the Campus President or designee in advance of the date on which they will take the exam. Both the notification to the Campus President and receipt of the exam should be submitted to the Campus President

\* Missouri Students Only: If the student completes the program, even if still indebted to the school, the student will still be allowed to graduate and receive their certificate.

# PROFESSIONAL STANDARDS & CODE OF CONDUCT

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

## PROFESSIONAL BEHAVIOR

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

- Behavior that disrupts the learning environment and makes concentration and/or learning difficult for others
- Bullying and harassment or any other behavior that serves to intimidate, humiliate or lessen another person
- Use of curse words or vulgar language either verbal or written in the learning environment
- Physical violence or abuse of any person(s) on campus or clinical sites
- Conduct that threatens or endangers the health or safety of others
- Forcible interference with the freedom of movement of any staff, student or guest of the school

- Use or possession of firearms, ammunition or other dangerous weapons, including substances, material, bombs, explosives or incendiary devices
- Theft of or damage to college property or the property of Arizona College of Nursing staff or students
- Gambling on the premises
- Failure to comply with the verbal or written direction of any official acting in the performance of his/her duties and in any scope of his/her employment
- Unauthorized entry or use of college facilities
- Use, possession or distribution of, any illegal or illicit substance or drug
- Being under the influence of alcohol or in possession of alcoholic beverages and/or other chemical intoxicants while at the college facilities or any clinical site
- Social network postings that do not conform to expected professional behavior and violate confidentiality of any individual or the HIPAA Privacy rule

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



## ACADEMIC INTEGRITY

Academic integrity means that students conduct themselves in honest ways in relation to their schoolwork. Any purposeful deception in the preparation and/or submission of papers and assignments and completion of exams, tests or quizzes is considered cheating and is a violation of academic integrity.

The following actions will subject a student to progressive intervention/disciplinary action (described subsequently) up to and including dismissal from the program:

- Copying from others during an examination
- Communicating exam answers to another student during an exam, including cell phone, talking and passing notes



- Taking an exam for another student or having someone take an exam for the student
- Using unauthorized materials, prepared answers, search engines, written notes or information during an exam
- Tampering with an examination after it has been corrected and then returning it for more credit
- Removing tests from the classroom or duplicating tests or test review answers during any test review session
- Offering another's work as one's own (plagiarism). This includes others published and unpublished works as well as another or former student's work
- Collaborating or sharing answers for a take-home exam or assignment unless it is specifically authorized by the instructor
- Submitting written material that is fraudulent and/or untruthful
- Offering money, gifts or any service to a faculty member or any other person to gain academic advantage for oneself
- Lying by deliberately misrepresenting by words, actions or deeds any situation or fact in part or in whole, for the purposes of enhancing one's academic standing or for the purpose of avoiding or postponing the completion of any assignment, duty or test

### Plagiarism and the Use of Artificial Intelligence (AI)

All academic work submitted by students to fulfill course requirements must be the result of their own thought, research, or self-expression. The work they submit must be their own. Representing the work, ideas, or research of another as your own without properly citing the original author or source is plagiarism.

Examples of Plagiarism:

- A paper created by Artificial Intelligence (AI), such as ChatGPT, Sudowrite, etc. without proper citation.
- Reproducing, revising, paraphrasing, or altering someone else's work or ideas without proper citation.
- Submitting downloaded papers or parts of papers, paraphrasing, or copying information from the internet without citing the source.
- Cutting and pasting from various sources without proper citation.
- Citing a source but reproducing the exact words of a printed source without quotation marks and appropriate in-text citation along with a full reference.
- Using a paper writing "service" or having someone author the paper for you.
- Self-plagiarism: Students who use their own work from one course or a repeated course to fulfill requirements in a different course unless the previous work is cited appropriately in the new assignment.

Academic integrity is essential to ensure that: everyone is given proper credit for their published or unpublished work; students are given appropriate feedback on their submitted work to foster academic success; and ethical and equitable parameters in the education environment remain consistent.

The use of AI sources must be properly cited and follow established guidelines. All students must use APA format citations when utilizing generative AI. This will include discussion board responses, written assignments, essay prompts in tests, or any other written type of response required in a course. If the student is uncertain about using their previous work to fulfill a new course assignment, they should consult with their instructor and the APA manual before submission.



## SUBSTANCE SCREENING

Arizona College of Nursing is committed to providing a safe, healthy, and productive environment. To uphold the highest standards of the nursing profession related to patient safety priorities, students must remain free from using substances that can impair their clinical judgment and performance. This aligns with the requirements of our clinical affiliates that students have a negative drug screen prior to beginning clinical experiences in their facility to promote a safe environment for their patients, families, and staff.

Therefore, students must complete a college-directed initial random urine substance screen. The results of substance screening from unauthorized sources will not be accepted.

Substances screened for include Marijuana, Cocaine, Amphetamines, Opiates, Propoxyphene, Oxycodone, Oxymorphone, PCP, Barbiturates, Benzodiazepines, and Methadone.

Students must receive a negative substance screening result to proceed to the nursing CORE portion of the program. In some cases, students may have a positive result due to a prescribed medication. In these cases, a Medical Review Officer (MRO) evaluation will be necessary. The MRO's review and determination may supersede the positive result, providing clearance for the student to remain in good standing. A student cleared by the MRO is considered to have a negative screen.

- Prescribed medications can alter a student's functional capabilities. Students taking such prescribed medication must meet with the Dean of Nursing or designee and provide clearance from their healthcare provider to determine their ability to participate in clinical.

A student with a "dilute" substance screening result cannot be cleared as negative results. The student will be offered the opportunity to retest within 48 hours. If the second substance screening is "dilute" the student must complete a hair follicle test within 2 weeks of the second dilute result.

- A student may take the hair follicle test after the first "dilute" result in the case of known medical or other situations that can contribute to the outcome.
- The student is responsible for the cost of the second substance screen and hair follicle test.

A student with a positive substance screening result cannot progress into core. The student may complete any general education courses in which they are currently enrolled.

- A student who disputes the positive substance screening results may take the hair follicle test within 48 hours of the positive results at their own expense.

The student with a positive substance screening result can apply for reentry or readmission into the Core component of the BSN programs for the next available cohort. A hair follicle test will be required. If that test is positive, the student is not eligible for reentry or re-admission into the Core component of the nursing program.

A student readmitted following a previous positive screen may be subject to random substance screens at their own expense.

## FAILURE TO COMPLY WITH TESTING TIME REQUIREMENTS

A student who does not test within the testing window provided will not be allowed to progress into Core. The student may complete any general education courses in which they are currently enrolled.

A student who had extenuating circumstances that prevented them from testing within the designated time period, as approved by their campus Dean of Nursing, will be offered the opportunity to take a hair follicle test at their own expense.

## FOR CAUSE SUBSTANCE SCREENING

The "For Cause" substance screening applies to all Arizona College of Nursing students. Students are subject to screening if a staff member, faculty, and/or an agency staff member suspects the student is impaired at any time on campus or during any clinical experience or college-sponsored activity. This includes but is not



*Ft. Lauderdale Campus*

limited to evidence of drugs or alcohol on or about the student's person or in the student's possession, displays conduct detrimental to the environment, or poses a health or safety risk to self or others.

The student will submit to immediate substance screening as directed by the faculty or Arizona College of Nursing staff. Upon the student's oral consent, the staff member or faculty will contact a transportation service and arrange for student transport to a designated medical service facility.

Substances screened for include Marijuana, Cocaine, Amphetamines, Opiates, Propoxyphene, Oxycodone, Oxymorphone, PCP, Barbiturates, Benzodiazepines, Methadone, Ethanol (Alcohol), and nicotine (if applicable).

Any student who refuses testing will be removed from the campus or clinical area and will be transported home by an Arizona College of Nursing designated transportation company.

Students cannot return to campus or will remain out of class, or the clinical area until an investigation is completed and the drug screen result is received. The Dean of Nursing or designee will review the results in making the student status decision within 1 week of receiving the results.

The student will be noted as absent for attendance from clinical or class. The absence will be excused, and the student will be allowed to make up missed assignments, clinicals, etc., as applicable.

If negative, the Dean or designee will discuss with the student perceptions of impaired behavior, steps to avoid similar occurrences, and additional actions that will be taken, if any.

A negative result is required to continue in the BSN program. Students subject to a For Cause screen will be withdrawn from the BSN program if the results are positive for illicit substances or whose behavior is a result of being under the influence of alcohol.

In some cases, students may be prescribed medication that is part of the screen. The student may provide medical documentation for a Medical Review Officer (MRO) review and evaluation. Students may be temporarily excluded

from class or clinical until the MRO evaluation has been completed. The absence will be excused, and the student will be allowed to make up missed assignments, clinicals, etc., as applicable.

Students whose prescribed medications alter their functional capabilities or conduct must provide clearance from their healthcare provider to determine their ability to participate in class, labs, or clinical.

More than one incident of a For Cause test that is positive for a medically prescribed drug may result in further action.

All "for cause" testing is at the expense of the student.

## MEDICAL MARIJUANA

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

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

## SOCIAL MEDIA POLICY

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

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

## Definition of Terms

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

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

## DRESS CODE

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

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

The vendor for Arizona College of Nursing branded scrubs is Apparel Pro. They have our official logo and students may order additional items online.

[apparelprousa.com/arizona-college.html](http://apparelprousa.com/arizona-college.html)

### Requirements for Campus:

#### General Education and Core Didactic

Students will dress in clean, casual attire appropriate to the learning environment. Clothing that distracts from the learning environment, such as clothing with offensive or obscene language, is prohibited on campus at any time. Arizona College issued identification badges must be visible at all times.

#### General Education Science Labs

For General Education science labs, proper attire includes: (a) tops that cover upper arms (no tank tops) and completely covers the abdominal area and back; (b) long pants or skirts and shorts that provide coverage below knees when sitting down; and (c) shoes that completely cover the foot.

### Requirements for the Clinical Setting: Clinical Sites, Skills Lab & Simulation

The uniform policy is designed to protect the personal safety of students and patients, protect the professional image of nursing, and identify Arizona College of Nursing students. The uniform, including the Arizona College of Nursing identification badge, must be worn in clinical settings and/or other special College of Nursing activities as notified by College Administration. The uniform is not to be worn in non-clinical settings without prior written approval from the College of Nursing. This policy must be observed

by all core nursing students. The Dean of Nursing has the authority to approve exceptions to the dress code policy below.

Please note: In some circumstances, the clinical facility dress code requirements may be different from the college's requirements. When the college and clinical facility dress code requirements differ, students must comply with the more stringent requirements. Students must adhere to all additional requirements of their clinical sites regarding dress code, identification badges, etc. The clinical faculty will counsel students who are not in compliance with the clinical facility's policies on specific actions to take to become compliant. Students choosing not to comply will be sent home and the absence marked unexcused. Repeated violations may result in disciplinary action.

#### Uniform:

Students must wear the official nursing program uniform in ALL skills lab, simulation, and clinical settings, unless the setting requires other attire. Faculty will inform students of any such exceptions. The uniform must be clean, neat, and non-wrinkled. Students may not chew gum in uniform.

Students should refer to and abide by the Social Media Policy prior to posting pictures of students in uniform.

#### Grooming:

Students are expected to be free from body odor and maintain proper hygiene including oral care.

#### Jewelry, Body Piercings & Tattoos:

Jewelry and piercings must not pose an obstacle to donning, wearing, and removing personal protective equipment (i.e., gloves). Jewelry and piercings may not dangle or pose a risk of entanglement or interfere with standards of infection control. Piercings that cannot be removed may be required to be covered. Tattoos of a graphic, vulgar, or offensive nature must be covered.

#### Hair:

Students' hair must be clean, neat, and kept away from the face. If a student's hair touches the collar, it must be fastened back securely from the face so that the

long ends remain behind the shoulders. Students must use plain, non-decorative barrettes, or other hair fastening devices to secure the hair. Students with beards or mustaches must have them neatly trimmed and should not interfere with the wearing of any personal protection equipment. Students' hair color should align with the range of naturally occurring hair colors (no pink, green, etc.).

#### Head Coverings:

Students may wear a scarf or scrub cap as a head covering that matches the uniform color as much as possible. The head covering should be secured away from the face to prevent it (like hair) from impeding vision or creating an infection control hazard (i.e., come in contact with the patient). The head covering should be clean and without pattern, logo or other adornments. All other head coverings (baseball hats, visors, etc.) are not permitted while in uniform.

#### Make-up & Fragrances:

Students may wear subtle makeup. False eyelashes are not permitted. The use of perfumes and/or fragrances is not allowed in the acute care setting due to possible patient sensitivity and/or allergy. Students should refrain from smoking while in uniform.

#### Fingernails:

Students must keep nails short and trimmed. Students may wear clear, colorless, nail polish without chips. Due to health and safety requirements, sculptured, gel, or artificial nails may not be worn.

#### Shoes:

Shoes must be clean, closed toed, closed heeled, and made of a solid non mesh or non-canvas material. Shoes must have a non-slip bottom.

Violations of the Dress Code are subject to Disciplinary actions. Please see catalog section, "Progressive Intervention/Discipline."





Ft. Lauderdale Campus

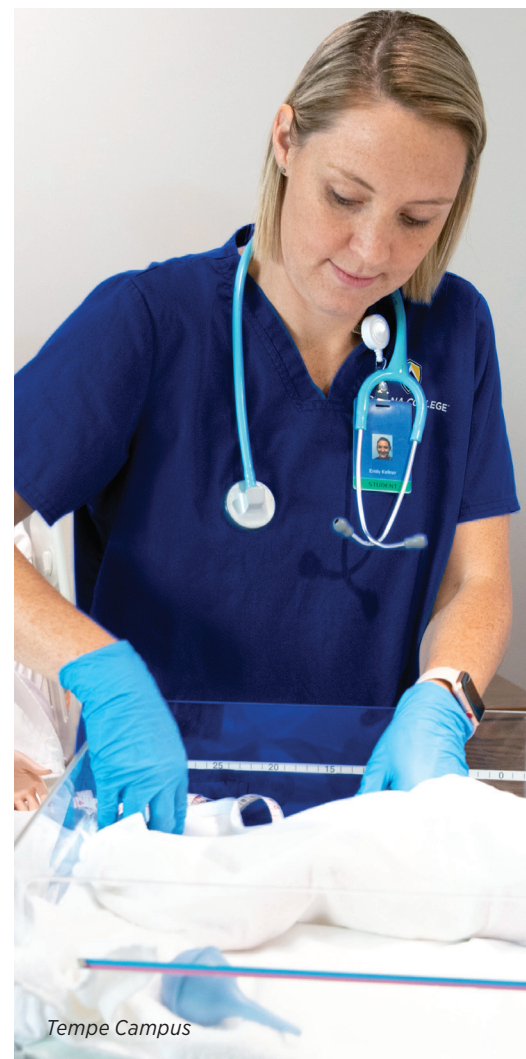
## CLINICAL CODE OF CONDUCT

Students shall always maintain professional behavior. Unprofessional behavior will subject a student to progressive intervention/ discipline (described subsequently) up to and including dismissal from the program. While the following list is not all inclusive, behaviors listed are examples that violate the Arizona College of Nursing Code of Conduct:

1. A student shall, in a complete, accurate, and timely manner, report and document nursing assessments or observations, the care provided by the student for the patient, and the patient's response to that care.
2. A student shall, in an accurate and timely manner, report to the appropriate practitioner errors in or deviations from the current valid order.
3. A student shall not falsify any patient record or any other document prepared or utilized in the course of, or in conjunction with, nursing practice. This includes, but is not limited to, case management documents or reports, time records or reports, and other documents related to billing for nursing services.
4. A student shall implement measures to promote a safe environment for each patient.
5. A student shall delineate, establish, and maintain professional boundaries with each patient.
6. At all times when a student is providing direct nursing care to a patient the student shall:
  - a. Provide privacy during examination or treatment and in the care of personal or bodily needs; and b. Treat each patient with courtesy, respect, and with full recognition of dignity and individuality.
7. A student shall practice within the appropriate scope of practice as set forth in division for a registered nurse.
8. A student shall use universal and standard precautions.
9. A student shall not:
  - a. Engage in behavior that causes or may cause physical, verbal, mental, or emotional abuse to a patient;
  - b. Engage in behavior toward a patient that may reasonably be interpreted as physical, verbal, mental, or emotional abuse.
10. A student shall not misappropriate a patient's property or:
  - a. Engage in behavior to seek or obtain personal gain at the patient's expense;
  - b. Engage in behavior that may reasonably be interpreted as behavior to seek or obtain personal gain at the patient's expense;
  - c. Engage in behavior that constitutes inappropriate involvement in the patient's personal relationships; or
  - d. Engage in behavior that may reasonably be interpreted as inappropriate involvement in the patient's personal relationships.
11. For the purpose of this paragraph, the patient is always presumed incapable of giving free, full, or informed consent to the behaviors by the student set forth in this paragraph.
12. A student shall not:
  - a. Engage in sexual conduct with a patient;
  - b. Engage in conduct in the course of practice that may reasonably be interpreted as sexual;
  - c. Engage in any verbal behavior that is seductive or sexually demeaning to a patient;
  - d. Engage in verbal behavior that may reasonably be interpreted as seductive, or sexually demeaning



- to a patient.
13. For the purpose of this paragraph, the patient is always presumed incapable of giving free, full, or informed consent to sexual activity with the student.
  14. A student shall not, regardless of whether the contact or verbal behavior is consensual, engage with a patient other than the spouse of the student in any of the following:
    - a. Sexual contact.
    - b. Verbal behavior that is sexually demeaning to the patient or may be reasonably interpreted by the patient as sexually demeaning.
  15. A student shall not self-administer or otherwise take into the body any dangerous drug, in any way not in accordance with a legal, valid prescription issued for the student, or self-administer or otherwise take into the body any drug that is a schedule I controlled substance.
  16. Addition of regulation:
    - a. A student shall not self-administer or otherwise take into the body any dangerous drug, in any way not in accordance with a legal, valid prescription issued for the student, or self-administer or otherwise take into the body any drug that is a schedule I controlled substance.
  17. A student shall not habitually or excessively use controlled substances, other habit-forming drugs, or alcohol or other chemical substances to an extent that impairs ability to practice.
  18. A student shall not have impairment of the ability to practice according to acceptable and prevailing standards of safe nursing care because of the use of drugs, alcohol, or other chemical substances.
  19. A student shall not have impairment of the ability to practice according to acceptable and prevailing standards of safe nursing care because of a physical or mental disability.
  20. A student shall not assault or cause harm to a patient or deprive a patient of the means to summon assistance.
  21. A student shall not misappropriate or attempt to misappropriate money or anything of value by intentional misrepresentation or material deception in the course of practice.
  22. A student shall not have been adjudicated by a probate court of being mentally ill or mentally incompetent, unless restored to competency by the court.
  23. A student shall not aid and abet a person in that person's practice of nursing without a license, practice as a dialysis technician without a certificate issued by the board, or administration of medications as a medication aide without a certificate issued by the board.
  24. A student shall not prescribe any drug or device to perform or induce an abortion, or otherwise perform or induce an abortion.
  25. A student shall not assist suicide.
  26. A student shall not submit or cause to be submitted any false, misleading or deceptive statements, information, or document to the nursing program, its administrators, faculty, teaching assistants, preceptors, or to the board.
  27. A student shall maintain the confidentiality of patient information. The student shall communicate patient information with other members of the health care team for health care purposes only, shall access patient information only for purposes of patient care or for otherwise fulfilling the student's assigned clinical responsibilities, and shall not disseminate patient information for purposes other than patient care or for otherwise fulfilling the student's assigned clinical responsibilities through social media, texting, emailing or any other form of communication.
  28. To the maximum extent feasible, identifiable patient health care information shall not be disclosed by a student unless the patient has consented to the disclosure of identifiable patient health care information. A student shall report individually identifiable patient information without written consent in limited circumstances only and in accordance with an authorized law, rule, or other recognized legal authority.
  29. A student shall not use social media, texting, emailing, or other forms of communication with, or about a patient, for non-health care purposes or for purposes other than fulfilling the student's assigned clinical responsibilities.



# EXPERIENTIAL LEARNING PRACTICUM & LABORATORY

## CORE NURSING CLINICAL SKILLS LABORATORY

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

## CORE NURSING CLINICAL PRACTICE & SIMULATION

Clinical Students are not used to provide labor or as a replacement for a permanent employee.

### Required Hours

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

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

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

with students who have a car or using public transportation.

- Arizona College of Nursing makes every effort to secure clinical experiences within a customary and usual commuting distance; however, there may be times where clinical experience occurs beyond a customary and usual commuting distance.
  - For FL campuses only, in the event a clinical site exceeds 50 miles from the institution, Arizona College of Nursing will provide transportation to the facility
- A student may perform supervised tasks that would constitute the practice of nursing. The student shall be responsible and accountable for the safe performance of those direct care tasks to which assigned.

### Unsafe Practice

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

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

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

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

## ESSENTIAL FUNCTIONAL ABILITIES

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

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



## HEALTH STANDARDS & CLINICAL COMPLIANCE

1. Health screening & Physical Exams must be completed by a licensed health care provider utilizing the appropriate form. This form will be provided by the campus unless otherwise specified.
  - a. The Arizona College of Nursing Health Form must be signed and dated by the licensed health care provider
  - b. The screening and exam must be no earlier than six months prior to entering the core nursing courses beginning with semester five
2. Arizona College of Nursing follows the recommendations for healthcare workers by the Centers for Disease Control and Prevention (CDC) <https://www.cdc.gov/vaccines/hcp/adults/index.html>.
  - a. Arizona College specifically requires Hepatitis B, Influenza, MMR, Varicella, Tdap, & Meningococcal immunizations or evidence of immunity
  - b. Exemption forms for Arizona College of Nursing students and faculty may be provided for the above-named required immunizations. These forms can be obtained by contacting the dean of nursing or designee.
3. Initial and annual Tuberculosis (TB) screening is required per the recommendations of the CDC
  - a. <https://www.cdc.gov/tb/topic/testing/healthcareworkers.htm>
  - b. <https://www.cdc.gov/tb/topic/testing/tbtesttypes.htm>
4. American Heart Association Basic Life Support (BLS) CPR & AED Training for Healthcare Professionals is required

5. Individual State Boards of Nursing, clinical agencies, and health departments requirements may differ from the above requirements. In the event a state board of nursing, clinical agency, or health department requires additional or differing immunizations, evidence of immunity, or compliance requirements the student and/or faculty is required to follow those requirements in addition to those outlined in this policy. Individuals will be notified in writing in adequate time to ensure compliance.

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

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

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

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

## PROGRESSIVE INTERVENTION/DISCIPLINE

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

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

- Academic Integrity
- Professional Behavior

- Safe Practice
- Dress Code
- Responsible Computing
- Social Networking

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

### Step One: Verbal Warning/Counseling –

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

### Step Two: 1<sup>ST</sup> Written Warning –

The student will be counseled regarding the need to improve in a specific area when he/she has failed to demonstrate improvement or performance from counseling in Step One. A student success plan will be implemented, including expectations and potential due dates.

### Step Three: 2<sup>ND</sup> Written Warning –

This occurs when the student has already received a 1<sup>ST</sup> written warning and new issues or unresolved issues continue.

### Step Four: 3<sup>RD</sup> /Final Action–

This follows the 2<sup>ND</sup> written warning if new issues arise or unresolved issues continue. The final action may include a recommendation for dismissal or course failure. This recommendation is made if the student continues to fail to meet the standards of the program and does not demonstrate the ability, desire or willingness to change the behavior. If the student requires additional intervention/discipline after the final action, he/she will automatically fail the course and/or be dismissed from the program.

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

## DISMISSAL FROM THE PROGRAM

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

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

## STUDENT ADVOCATE SERVICES:

The Student Advocate helps students navigate educational, personal, and other campus matters that may impact successful academic goals. It provides a space for students to express concerns, receive assistance with dispute resolution, and obtain recommendations for managing conflict. The goal is to ensure that college policies are applied consistently and without bias. The Student Advocate is available to discuss any issue of concern, including interpersonal conflict or misunderstandings, and academic or administrative concerns.

The Student Advocate is happy to listen, to offer feedback, or to assist in

developing alternatives for addressing concerns and problems related to Arizona College of Nursing. When appropriate, the advocate supports systemic changes (e.g. through providing feedback to College leadership about trends, policies and procedures, and systemic issues) to achieve student success.

The Student Advocate does not replace any formal College channels (e.g. regarding complaints or grievances). Communication to the Student Advocate does not constitute notice to Arizona College of Nursing. The Student Advocate does not make binding decisions, mandate policies, or formally adjudicate issues. The Student Advocate does not provide legal advice; communication or information provided by the Student Advocate does not constitute legal advice.

We encourage students to utilize the Student Advocate before filing a formal complaint.

### Please direct all inquiries to:

Arizona College of Nursing  
Attention: Student Affairs  
2510 W Dunlap Ave, Suite 300,  
Phoenix, AZ 85021  
(623) 240-1655 Email:  
studentadvocate@arizonacollege.edu

NOTE: Do not use this contact information to report events presenting an immediate threat to life or property. Reports submitted through this service may not receive an immediate response. If you require emergency assistance, please contact your local authorities.

## COMPLAINTS & GRIEVANCES

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

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

2. **Dean of Nursing or Dean of General Education, as appropriate, Meeting with Student.** If the student-instructor discussion does not resolve the issue or if such a discussion is not reasonably possible, the student should contact the Dean of Nursing or Dean of General Education, as appropriate, to seek a solution. If the issue can be resolved at this level, the case is then closed. If the issue cannot be resolved to the student's satisfaction, the student may file a written grievance using the Grievance Form provided by the Dean.

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

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

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

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

The Grievance Committee's responsibilities are to interview all involved parties, review the documentation, develop recommendations in writing with a supporting rationale and submit its recommendations to the Campus

President, who will make determinations. When the student is interviewed, he or she may not be accompanied by legal counsel or family members unless the case relates to a Title IX complaint or disability matter.

**Within 15 business days from the date the grievance was filed,** the Campus President will notify the student in writing of the decision.

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

## APPEAL OF GRIEVANCE DECISION

### Appeal for non-disability related grievance decisions:

The student may appeal the Campus President's decision to the Vice President of Operations under certain conditions. The appeal must be submitted in writing within 10 business days of receipt of the Campus President's written decision and state a basis for the appeal. Bases on which a student may appeal are the following:

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

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

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

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

This policy in no way impedes Arizona College of Nursing's open-door policy regarding questions or comments regarding Arizona College of Nursing. The above policy is to assist all students in understanding their rights and responsibilities under those

policies. The administration will not, under any circumstances, see an entire class for this procedure.

The decision of the Vice President of Operations on the appeal is final. Students not satisfied with the final disposition of the grievance process may contact:

#### ABHES

6116 Executive Blvd., Suite 730  
North Bethesda, MD 20852  
(301) 291-7550  
<https://abhес.org>

#### Arizona State Board for Private Postsecondary Education

1740 W. Adams, Suite 3008  
Phoenix, AZ 85007  
(602) 542-5709  
<https://ppse.az.gov/document-category/complaints>

#### Arizona State Board of Nursing

1740 West Adams Street, Suite 2000  
Phoenix, AZ 85007  
(602) 771-7800  
<https://azbn.gov/>

#### California Bureau for Private Postsecondary Education

P.O. Box 980818  
West Sacramento, CA 95798-0818  
(888) 370-7589  
<https://bppe.ca.gov/enforcement/complaint>

#### California Board of Registered Nursing

P.O. Box 944210  
Sacramento, CA 95244-2100  
(916) 322-3350  
<https://rn.ca.gov/>

#### Colorado Department of Higher Education

1600 Broadway, Suite 2200  
Denver, CO 80202  
(303) 862-3001  
<https://cdhe.colorado.gov/>

#### Colorado Division of Professions and Occupations, State Board of Nursing

1560 Broadway, Suite 1350  
Denver, CO 80202  
(303) 894-7800  
<https://dpo.colorado.gov/Nursing>

#### State of Connecticut Office of Higher Education

450 Columbus Boulevard, Suite 707  
Hartford, CT 06103-1841  
(860) 947-1800  
<https://www.ohe.ct.gov/StudentComplaints.shtml>

#### Connecticut Board of Examiners for Nursing

410 Capitol Avenue, MS #13PHO  
P.O. Box 340308  
Hartford, CT 06134-0308  
(860) 509-7552  
<https://portal.ct.gov/dph/public-health-hearing-office/board-of-examiners-for-nursing/board-of-examiners-for-nursing?language>

#### Florida Board of Nursing

4052 Bald Cypress Way, Bin C-02  
Tallahassee, FL 32399-3252  
(850) 488-0595  
<https://floridasnursing.gov/>

#### Florida Commission for Independent Education

325 West Gaines Street, Suite 1414  
Tallahassee, FL 32399-0400  
(850) 245-3200  
<https://www.fldoe.org/>

In accordance with the Florida Safety in Private Spaces Act, beginning on July 1, 2024, students with complaints alleging that Arizona College of Nursing has failed to meet the minimum requirements for restrooms and changing facilities at its Florida campuses under ss. 553.865 (4) and (5), Florida Statutes, have the right to file a complaint with the Florida Attorney General's Office:

#### Office of the Attorney General State of Florida

PL-01 The Capitol  
Tallahassee, FL 32399-1050  
850-414-3300 (Switchboard)  
(Florida toll free)

#### Georgia Nonpublic Postsecondary Education Commission

2082 East Exchange Place Tucker, GA 30084  
(770) 414-3300  
<https://gnpec.georgia.gov/student-resources/complaints-against-institution>

#### Georgia Board of Nursing

3920 Arkwright Rd  
Suite 195  
Macon, Georgia 31210  
(404) 424-9966  
<https://sos.ga.gov/georgia-board-nursing>

**State of Michigan Department of Labor and Economic Opportunity**

Employment & Training,  
Post-Secondary Schools  
P.O. Box 30805  
Lansing, MI 48933  
(517) 335-5858  
<https://www.michigan.gov/leo/bureaus-agencies/wd/pss>

**Michigan Board of Nursing - Licensing and Regulatory Affairs**

611 West Ottawa  
P.O. Box 30004  
Lansing, MI 48909  
(517) 241-0199  
<https://www.michigan.gov/lara/bureau-list/bpl/health/hp-lic-health-prof/nursing#bcScope>

**Missouri Department of Higher Education & Workforce Development**

301 W. High Street  
Jefferson City, MO 65101  
P.O. Box 1469, Jefferson City, MO 65102-1469  
(573) 751-2361  
<https://dhewd.mo.gov>

**Missouri Division of Professional Registration - Board of Nursing**

3605 Missouri Blvd  
Jefferson City, MO 65109  
P.O. Box 656, Jefferson City, MO 65102-0656  
(573) 751-0681  
<https://pr.mo.gov/nursing>

**Nevada Commission on Postsecondary Education**

2800 E. St. Louis  
Las Vegas, NV 89104  
(702) 486-7330  
<https://cpe.nv.gov/>

**Nevada State Board of Nursing**

5820 S Eastern Ave, Suite 200  
Las Vegas, NV 89119  
(888) 590-6726  
<https://cpe.nv.gov/student>

**Ohio State Board of Career Colleges and Schools**

30 East Broad Street, Suite 2481  
Columbus, OH 43215-3414  
(614) 466-2752  
E-mail: [bpsr@scr.state.oh.us](mailto:bpsr@scr.state.oh.us)  
<https://scr.ohio.gov/information-for-students/file-a-complaint>

**Ohio Department of Higher Education**

25 South Front Street  
Columbus, OH 43215  
(614) 466-6000  
<https://highered.ohio.gov/students/current-college-students/student-complaints>

**Ohio Board of Nursing**

8995 East Main Street  
Reynoldsburg, OH 43068  
(614) 466-3947  
<https://nursing.ohio.gov>

**South Carolina Board of Nursing**

110 Centerview Dr.  
Columbia, SC 29210  
(803) 896-4550  
Email: [nurseboard@llr.sc.gov](mailto:nurseboard@llr.sc.gov)  
<https://llr.sc.gov/nurse>

**South Carolina Commission on Higher Education**

1122 Lady Street, Suite 400  
Columbia, SC 29201  
(803) 737-2260  
<https://che.sc.gov>

**Texas Workforce Commission Career Schools and Colleges**

101 East 15th Street  
Austin, TX 78778  
(512) 936-3100  
<https://www.twc.texas.gov/programs/career-schools-colleges/students>

**Texas Higher Education Coordinating Board**

Office of General Counsel  
P.O. Box 12788  
Austin, TX 78711-2788  
(512) 427-6101  
<https://www.highered.texas.gov/student-complaints/>

**Texas State Board of Nursing**

1801 Congress Avenue, Suite 10-200  
Austin, TX 78701  
(512) 305-7400  
<https://www.bon.texas.gov/>

**State of Utah Department of Commerce, Division of Consumer Protection**

PO Box 146704  
Salt Lake City, UT 84114-6704  
(801) 530-6601  
<https://dcp.utah.gov>

**Utah Department of Commerce, Division of Professional Licensing Heber M. Wells Building**

4th Floor 160 East 300  
Salt Lake City, UT 84111  
P.O. Box 146741, Salt Lake City, UT 84114-6741  
(801) 530-6628  
<https://commerce.utah.gov/dopl/nursing/>

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

101 North 14th Street, 10th Floor  
James Monroe Building  
Richmond, VA 23219  
(804) 225-2600  
<https://schev.edu/students/resources/student-complaints>

**Virginia Board of Nursing Perimeter Center**

9960 Mayland Drive, Suite 300  
Henrico, VA 23233-1463  
(804) 367-4400  
<https://www.dhp.virginia.gov/Boards/Nursing/>

**Wisconsin Department of Safety and Professional Services Division of Legal Services and Compliance**

P.O. Box 7190  
Madison, WI 53707-7190  
(608) 266-2112  
<https://dsps.wi.gov/pages/BoardsCouncils/Nursing>

**Educational Approval Program**

4822 Madison Yards Way, 2nd Floor  
Madison, WI 53705  
P.O. Box 8366, Madison, WI 53708-8366  
(608) 266-2112, ext. 8  
E-mail: [DSPSEAP@wisconsin.gov](mailto:DSPSEAP@wisconsin.gov)  
<https://dsps.wi.gov/Pages/Programs/EducationalApproval>



## ARIZONA SARA GRIEVANCE PROCESS

Distance Education students outside of Arizona, who have completed the institution's grievance process and the applicable state grievance process with the Arizona State Board for Private Postsecondary Education (AZ-SARA), may appeal complaints to the AZ-SARA.

Complaints must be submitted within two years of the incident. Complaints regarding student grades or student conduct violations may not be appealed to the AZ-SARA Council. For additional information on the complaint process, visit the AZ-SARA Complaint page at <https://azsara.arizona.edu/complaints>.

## APPEAL OF ACADEMIC TERMINATION

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

1. Submit a written request to continue in the program with the following information:
  - Appeals for active students approved prior to the Wednesday following the completion of a semester may not have to go through the administrative termination and reentry processes.
  - Verifiable documentation of mitigating circumstances that contributed to poor academic performance.
  - A description of how the circumstances have been overcome or changed.
  - A realistic plan for meeting the requirements to return to good standing.
2. The student should submit the appeal to the Dean of Nursing or Dean of General Education, as appropriate, who will review the appeal and submit it to the Campus President with recommendation to approve or deny the appeal and

rationale for the decision.

3. The Campus President will make the decision to approve or deny the appeal by evaluating whether the information presented demonstrates that the student's circumstances resulted in the poor academic performance, that the issue(s) has been overcome and that the student's plan shows the student is likely to be successful in the future.
4. The Campus President's decision should be made no later than 14 calendar days after the student submits the appeal.
5. The Campus President's decision is final.



Tempe Campus

# STUDENT SUPPORT INFORMATION



Dallas Campus

## QUICK LINKS



855.706.8382



REQUEST INFO

# STUDENT RIGHTS & RESPONSIBILITIES

## STUDENT RECORDS

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

## FERPA

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

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

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

A student should submit to the Campus President or other appropriate official, a written request that identifies the record(s) the student wishes to inspect. The college official will make arrangements for access and notify the student of the time and place where the records may be inspected.

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

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

3. The right to provide written consent before the college discloses personally identifiable information from the student's education records, except

to the extent that FERPA authorizes disclosure without consent.

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

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

## DISCLOSURE OF EDUCATIONAL RECORDS

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

student designated as directory information. If a parent or eligible student wishes to refuse the designation of any or all of the types of information about the student designated as directory information, they must notify Arizona College of Nursing in writing within 60 days of the start of classes.

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

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



## NONDISCRIMINATION

Arizona College of Nursing does not discriminate on the basis of race, color, creed, national or ethnic origin, religion, sex, pregnancy, childbirth and related medical conditions, marital status, medical condition, service in the uniformed services, age, disability, sexual orientation, gender identity, veteran status or any other consideration made unlawful by federal, state or local laws.

If there are any questions or concerns, please contact Maddie Caballo, Senior Vice President of Student Affairs, at 2510 W. Dunlap Ave., Suite 300, Phoenix, AZ 85021 602.759.2230, [mcaballo@arizonacollege.edu](mailto:mcaballo@arizonacollege.edu) or the Office of Civil Rights at Office of Civil Rights (OCR), United States Department of Education, Washington DC 20201 and/or file a criminal complaint with local law enforcement.

## TITLE IX: GENDER DISCRIMINATION & SEXUAL HARASSMENT

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

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

### Title IX Coordinator:

Maddie Caballo  
2510 West Dunlap Ave.  
Suite 300  
Phoenix, AZ 85021  
[mcaballo@arizonacollege.edu](mailto:mcaballo@arizonacollege.edu)  
(602) 759-2230

### Deputy Coordinators:

#### Corporate

Wendy Soliz  
2510 West Dunlap Ave.  
Suite 300  
Phoenix, AZ 85021  
[wsoliz@arizonacollege.edu](mailto:wsoliz@arizonacollege.edu)  
(602) 759-2293

#### Atlanta

Kwanza Thomas  
8200 Roberts Dr.  
Suite 300  
Sandy Springs, GA 30350  
[kwanza.thomas@arizonacollege.edu](mailto:kwanza.thomas@arizonacollege.edu)  
(404) 795-8941

#### Aurora

Tony Mendez  
3131 South Vaughn Way  
Suite 525  
Aurora, Colorado 80014  
[anthony.mendez@arizonacollege.edu](mailto:anthony.mendez@arizonacollege.edu)  
(720) 343-4628

#### Chesapeake

Monique Rodriquez  
545 Belaire Ave  
Chesapeake, VA 23320  
[monique.rodriquez@arizonacollege.edu](mailto:monique.rodriquez@arizonacollege.edu)  
(757) 577-9103

#### Cincinnati

Iris Patton  
11500 Northlake Dr.  
Suite 105  
Cincinnati, OH 45249  
[iris.patton@arizonacollege.edu](mailto:iris.patton@arizonacollege.edu)  
(513) 991-8154

#### Cleveland

Jason Ross  
3401 Enterprise Pkwy, Suite 100  
Beachwood, OH 44122  
[jason.ross@arizonacollege.edu](mailto:jason.ross@arizonacollege.edu)  
(216) 423-6803

### Columbus

Megan Standiford  
445 Hutchinson Ave, Suite 400  
Columbus, Ohio 43235  
[megan.standiford@arizonacollege.edu](mailto:megan.standiford@arizonacollege.edu)  
(380) 236-1033

### Dallas

Stephen Lewis  
8330 Lyndon B. Johnson Fwy.  
Suite B100  
Dallas, Texas 75243  
[stephen.lewis@arizonacollege.edu](mailto:stephen.lewis@arizonacollege.edu)  
(480) 265-3587

### Falls Church

Payton Mcgoldrick  
3130 Fairview Park Dr., Ste. 800 Falls  
Church, Virginia 22042  
[payton.mcgoldrick@arizonacollege.edu](mailto:payton.mcgoldrick@arizonacollege.edu)  
(703) 682-8238

### Fort Lauderdale

Anastasia Razumovskiy  
600 Corporate Dr.  
Suite 200  
Fort Lauderdale, Florida 33334  
[arazumovskiy@arizonacollege.edu](mailto:arazumovskiy@arizonacollege.edu)  
(754) 220-3196

### Fort Worth

Mike Billar  
6000 Western Pl., Suite 118  
Fort Worth, TX 76107  
[mike.billar@arizonacollege.edu](mailto:mike.billar@arizonacollege.edu)  
(817) 406-7808

### Greenville

Elaina Lang  
150 Executive Center Drive, Suite 200,  
Greenville, SC 29615  
[elaina.lang@arizonacollege.edu](mailto:elaina.lang@arizonacollege.edu)  
(864) 743-6810

### Hartford

Jennifer Joseph  
99 East River Drive, Suite 901  
East Hartford, CT 06108  
[jennifer.joseph@arizonacollege.edu](mailto:jennifer.joseph@arizonacollege.edu)  
(860) 426-6809

### Las Vegas

Nicki Owen  
8363 W. Sunset Rd.  
Suite 200  
Las Vegas, Nevada 89113  
[nichol.owen@arizonacollege.edu](mailto:nichol.owen@arizonacollege.edu)  
(702) 831-5036



**Melbourne**

Leanne Dragone  
100 Rialto Pl., Suite 100  
Melbourne, FL 32901  
leanne.dragone@arizonacollege.edu  
(321) 447-5002

**Milwaukee**

Brendan Carlson  
9000 West Chester Street, Suite 300  
Milwaukee, WI 53214  
brendan.carlson@arizonacollege.edu  
(414) 867-9552

**Ontario**

Alexis Redden  
3401 N. North Centre Lake Drive,  
Suite 300  
Ontario, California 91761  
alexis.redden@arizonacollege.edu  
(909) 935-2767

**Phoenix**

Kim O'Hara  
16404 N. Black Canyon Highway  
Suite 200  
Phoenix, Arizona 85053  
kim.ohara@arizonacollege.edu

**Salt Lake City**

Hannah Hetterick  
434 W. Ascension Way  
Suite 500  
Murray, Utah 84123  
hannah.hetterick@arizonacollege.edu  
(385) 783-8441

**Sarasota**

Clare Owen  
8043 Cooper Creek Blvd., Suite 107  
University Park, FL 34201  
clare.owen@arizonacollege.edu  
(941) 867-2917

**Southfield**

Allison Helwig  
26400 Lahser Rd.  
Suite 400  
Southfield, Michigan 48033  
allison.helwig@arizonacollege.edu  
(313) 284-5067

**St. Louis**

Abigail Wheatley  
1807 Park 270 Drive, Suite 500  
Maryland Heights, Missouri 63146  
abigail.wheatley@arizonacollege.edu  
(314) 377-9834

**Tampa**

Abdul Roux  
1411 N. Westshore Dr, Suite 200.  
Tampa, Florida 33607  
abdul.roux@arizonacollege.edu  
(813) 755-3817 ext. 0350

**Tempe**

Cheyenne Eggers  
1620 W. Fountain Head Pkwy., Suite 110  
Tempe, Arizona 85282  
cheyenne.eggers@arizonacollege.edu  
(480) 344-1251

**Tucson**

Wendy Clark  
5285 E. Williams Cir.  
Suite 1000  
Tucson, Arizona 85711  
wclark@arizonacollege.edu  
(520) 497-2148

**DISABILITY RESOURCES  
& SERVICES**

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

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

**To receive an accommodation, students should submit a completed Student Accessibility Services Request for Accommodations form along with current substantiating documentation. Documentation must be from applicable professionals, provide a specific diagnosis and recommend specific accommodations. Accommodation forms are available from the campus disability coordinator\* and once completed, must be submitted to the same office. Students must take responsibility for proactively providing substantiating documentation for requested accommodations with the disability coordinator in order for the disability declaration to be properly evaluated. Notification detailing**

**the length, terms and explanation of approved accommodation will be created by the disability coordinator and be provided to the student. A copy is also to be kept in the student's file. Accommodations are not granted on a retroactive basis.**

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

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

**ABUSE-FREE ENVIRONMENT**

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

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

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

Abuse of legal or illegal drugs and alcohol can cause physical, mental, emotional and social harm. Chronic abuse of drugs, especially by intravenous use, can lead

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

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

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

### CRIME AWARENESS & CAMPUS SECURITY

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

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

chooses to do so.

### MALPRACTICE & LIABILITY COVERAGE

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

### COPYRIGHT ACT COMPLIANCE

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

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

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

#### Consequences of Illegal P2P File Sharing

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

### Legal Alternatives

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

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

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

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

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

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

### PARKING

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

# ADDITIONAL CALIFORNIA SPECIFIC DISCLOSURES

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

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

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

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

The Office of Student Assistance and Relief is available to support prospective students, current students, or past students of private postsecondary educational institutions in making informed decisions, understanding their rights, and navigating available services and relief options. The office may be reached by calling (888) 370-7589 or by visiting [www.bppe.ca.gov](http://www.bppe.ca.gov)

Arizona College of Nursing participates in state and federal financial aid programs/scholarships/grants, (i.e. CAL Grant program). Please contact financial aid in person on campus for information.

Arizona College of Nursing – Ontario, California does not have a pending petition in bankruptcy, is not operating as a debtor in possession, has not filed a petition within the preceding five years and has not had a petition in bankruptcy filed against it within the preceding five

years that resulted in reorganization under Chapter 11 of the United States Bankruptcy Code (11 U.S.C. Sec. 1101 et seq.). Arizona College of Nursing does not have articulation agreements with any other California institutions.

Arizona College of Nursing has no dormitory facilities under its control and takes no responsibility for finding or assisting a student in obtaining housing. According to [rentals.com](http://rentals.com) for Ontario, CA rental properties start at approximately \$1,700.00 per month.

All instruction will be given in English. English language services, such as ESL, will not be provided by Arizona College of Nursing. Applicants must prove English proficiency by providing evidence of one of the following: Applicants must complete the HESI A2 Admissions Exam during the enrollment process and achieve a weighted composite score of 60% (Please see the College's Catalog Requirements for Admission & Admission Testing). Achieving the required minimum score establishes the necessary level of English language proficiency for the specific program. Completing High School or higher in which the language of instruction was English.

## STUDENT TUITION RECOVERY FUND

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

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

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

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

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

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

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

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

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

However, no claim can be paid to any student without a social security number or a taxpayer identification number. Effective April 1, 2024 the Bureau for Private Postsecondary Education (BPPE) changed the STRF assessment rate from \$2.50 per \$1,000 to \$0 per \$1,000 institutional charges.

REQUIRED FOR PROGRAM (NOT COVERED IN TUITION)	**FEE	SEMESTER
*Random Drug Screening/Test (if required) \$40 *	\$40	*
Physical Exam and Immunizations Actual cost dependent on student's insurance and medical status	\$200-\$300	4
Student Liability Insurance	\$40	5
Student Uniform (Non-porous shoes/watch with second hand)	\$100	5
Clinical Equipment and Supplies	\$150	5
Background Check/Fingerprint Clearance for State Licensure	\$49 - \$112	9
Fingerprint "rolling" fee of \$5.00 up to \$45.00 will be required at the fingerprint site	\$45	9
*Additional Background checks (if required)	\$100	*
<small>* CONDUCTED AT VARIOUS TIMES OR OTHERWISE REQUIRED DUE TO CIRCUMSTANCES.</small>		
<small>**THE AMOUNTS ABOVE ARE ESTIMATES AND ADDITIONAL COSTS MAY BE INCURRED OR MAY BE LESS THAN AMOUNT PROVIDED.</small>		

COVERED UNDER RESOURCE FEE \$672 (NON-REFUNDABLE)	SEMESTER
Background screening	Included in Resource Cost for Semester/Term 1
Drug screening/testing, and Clinical compliance tracking fees	Included in Resource Cost for Semester/Term 4
Review resources for each ATI Specialty Exam administered throughout the core curriculum, Two (2) sets of scrubs (top & bottom), Clinical rotation fees (where applicable), Simulation and health assessment lab	Included in Resource Cost for Semester/Term 5,6,7,8,9
Virtual ATI NCLEX* support provided in the Capstone Course, as well as access to Post Grad- Virtual ATI post-graduation.	Included in Resource Cost for Semester/Term 9
Virtual library resources: LIRN and CINAHL, Initial membership in the National Student Nurses Association, Science lab supplies, On- site tutoring by credentialed faculty, Technical support, Canvas LMS System, may include physical and/or e-text	Included in Resource Cost for Semester/Term 1,2,3,4,5,6,7,8,9
Graduation Regalia and Nursing pin	Included in Resource Cost for Semester/Term 9
Live 3-day ATI NCLEX review post-graduation, Individual ATI Virtual Tutoring extended four weeks post-graduation, Pearson VUE NCLEX test fee	Included in Resource Cost for Semester/Term 9

#### TUITION, FEE, AND COSTS

PROGRAM TUITION	\$14,353.00
NON-REFUNDABLE: REGISTRATION FEE (ONE-TIME FEE)	\$49.00
NON-REFUNDABLE: RESOURCE FEE (PER SEMESTER)	\$672.00
NON-REFUNDABLE: STUDENT TUITION RECOVERY FUND (STRF) (ONE-TIME FEE)	\$0.00
ESTIMATED TOTAL CHARGES FOR THE ENTIRE EDUCATIONAL PROGRAM*	
*THIS IS AN ESTIMATE ONLY. THE CATALOG DESCRIBES THE VARIABLE COSTS NOT INCLUDED IN TUITION OR FEES. STUDENTS SHOULD REFER TO THE CATALOG FOR TOTAL PROGRAM COSTS.	\$142,417.00



# SAFETY GUIDELINES

## EMERGENCY PLAN

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

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

## SKILLS LAB

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

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

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

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

## SAFE PRACTICE IN CLINICAL SETTINGS

### General Safety

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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



## MEDICATION ADMINISTRATION

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

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

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

## RESTRICTIONS

In clinical, students are restricted from the following behaviors:

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

## INFECTION CONTROL

### Bloodborne Pathogens

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

### Standard Precautions:

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

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

### Exposure Guidelines

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



## TUBERCULOSIS - TB

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

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

## LATEX ALLERGY

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

## STUDENT RESPONSIBILITY FOR COST OF TREATMENT

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

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

## COLORADO STUDENTS WORKERS COMPENSATION POLICY

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



Dallas Campus



# SERVICES

## ACADEMIC ADVISEMENT

Academic advisement is the process of providing information, guidance and encouragement in student decision making regarding educational and career goals. Students may request academic advisement throughout the program of study. Appointments for advisement are made through campus-specific processes and will be communicated to students during orientation. Regardless of the method by which a student attempts to contact an advisor, AZCN works to ensure a response in a reasonable timeline.

## ACADEMIC TUTORING

Individual and group tutoring is available upon request. Students may schedule academic tutoring sessions with an individual faculty member outside of regularly scheduled class hours.

## CAREER SERVICES

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

## CHANGE OF NAME OR ADDRESS OR PHONE

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

## LEARNING RESOURCE CENTER

Students should seek out their course faculty for initial clarification of required course materials. In the event additional help with course material is needed, tutoring is available at the Learning Resource Center. While the Center is always open for students to come in to obtain additional study information, arrangements to receive specific tutoring can be made by contacting the Academic

Support Coordinator.

## LIBRARY

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

LIRN is a third-party party Library and Librarian Solution whom Arizona College of Nursing partners with to provide comprehensive library resources and librarians to ensure that all faculty and staff are knowledgeable about library resources. LIRN has numerous online resources from a wide variety of vendors (inclusive of databases containing articles from periodicals [peer reviewed, academic and trade], eBook collections, video collections, or interactive applications. Arizona College of Nursing has selected resources relevant to specific areas of study at our institution. All of LIRN's resources are intended for use in higher education to promote academic study, research and growth, including all areas of General Education. Arizona College of Nursing is supported by a team of LIRN librarians who have earned a masters degree in Library Science (MLS), Librarianship, or Library and Information Studies (MLIS) from program accredited by the American Library Association (ALA). They participate in regular professional development activities and attend national, regional and state conferences to stay current with the latest developments in the field. LIRN's librarians are not faculty and/or staff of Arizona College of Nursing.

For research assistance, students and faculty may contact LIRN librarians by accessing Arizona College of Nursing's

LIRNPortal, clicking the "Ask a Librarian" button on the right-hand side of the LIRNportal and completing a request for help from a librarian. Students and faculty can also directly contact a LIRN librarian at [ArizonaCollege@lirn.libanswers.com](mailto:ArizonaCollege@lirn.libanswers.com) for assistance. Depending on the inquiry/need, librarians may follow up with a student or faculty member via email, phone call or screen share. LIRN librarians provide 84 hours of support each week; Monday through Friday, 8:00 am to 10:00 pm EST and Saturday and Sunday 12:00 pm to 7:00 pm EST.

## STUDENT INPUT FOR PROGRAM DEVELOPMENT

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

## STUDENT INVOLVEMENT

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

## NEW STUDENT ORIENTATION

Arizona College of Nursing's new student orientation provides students with an opportunity to review important college policies and procedures and learn about available resources and how to access them. Students will also have an opportunity to meet with campus staff and administration.

# ADMINISTRATION & FACULTY\*



## QUICK LINKS



855.706.8382



REQUEST INFO

\*All faculty are full-time unless notated otherwise.

## Ownership

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

## National Leadership

### Jason Anderson

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

### Jeff Akens

*Senior Vice President of Operations*  
Master of Business Administration, Business  
Administration & Management, General,  
Keller Graduate School of Management

### John Bettencourt

*Senior Vice President of Operations*  
Master of Science, Strategic Intelligence  
National Intelligence University

### Maddie Caballo

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

### Matthew Calhoun

*Senior Vice President of Operations*  
Master of Education, Northern Arizona  
University

### Jason Dunne

*Chief Academic Officer*  
Doctorate in Nursing, specialization in  
Educational Leadership,  
Post University

### Thomas Giles

*Chief Human Resources Officer*  
Bachelor of Arts in History,  
University of California - Los Angeles  
Master of Public Administration, New York  
University - New York City

### Laura Jonsson

*Senior Vice President of Operations*  
Master of Science - Nursing Science,  
Arizona State University

### Dominick Muracco

*Chief Compliance Officer*  
Juris Doctor, Widener University  
Commonwealth Law School

### Julio Quiñones

*Chief Operating Officer*  
Master of Business Administration, Stanford  
University  
Bachelor of Science, California State  
University

### Hermína Yarde

*Senior Vice President of Operations*  
Master of Business Administration  
Southern Polytechnic State University  
Bachelor of Science in Nursing  
Long Island University

## Atlanta Campus

### Administration

#### Kwanza Thomas, PhD, MSN-Ed, RN, CNE, NEA-BC

*Dean of Nursing*  
Doctor of Philosophy in Nursing Leadership,  
The University of Southern Mississippi  
Master of Science in Nursing Education,  
South University  
Bachelor of Science in Nursing, Auburn  
University Montgomery

#### Duke Cooper, MBA

*Executive Director of Enrollment Services*  
Master of Business Administration,  
University of Phoenix  
Bachelor of Science, University of Pittsburgh

## Aurora Campus

### Administration

#### Kim Jensen, MS

*Campus President*  
Master of Science in Management &  
Leadership, Western Governors University  
Bachelor of Business Administration  
in Management, American  
Intercontinental University

#### Kathryn Palermo, DNP, CMSRN, RN

*Dean of Nursing*  
Doctor of Nursing Practice, University of St.  
Augustine for Health Sciences  
Master of Science in Nursing, Western  
Governors University  
Bachelor of Science in Nursing, University of  
Colorado at Colorado Springs

#### Katie Wilkinson, MBA

*Dean of General Education*  
Master in Business Administration,  
Independence University  
Bachelor's Degree in Education  
Management, University of South Africa  
Advanced Certificate in Education - English,  
University of South Africa  
National Professional Diploma in Education,  
North-West University

#### Theresa Bargas, MBA

*Director of Financial Aid*  
Master of Business Administration,  
Colorado Technical University  
Bachelor of Science Degree in Technical  
Management, University of DeVry

#### Shawtel Toliver

*Executive Director of Enrollment Services*  
Bachelor of Business Administration,  
Grand Canyon University

## Faculty

### Andrew Allen, DC

#### *Gen Ed Adjunct*

Doctor of Chiropractic,  
Palmer College of Chiropractic West  
Bachelor of Science in Kinesiology,  
University of Waterloo

### Forrest Allen, DC

#### *Gen Ed Adjunct*

Doctor of Chiropractic, Logan University  
Master of Science in Sport Science and  
Rehabilitation, Logan University  
Bachelor of Science in Health and Human  
Performance, Montana State University

### Shelly Arnold, MSN, RN

#### *Nursing Adjunct*

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

### Jennifer Bebic, MSN-Ed, RN, CRRN

#### *Nursing Faculty*

Master of Science in Nursing Education,  
Colorado Christian University  
Bachelor of Science in Nursing, New York  
University

### Erin Bullock, MSN, RN

#### *Nursing Adjunct*

Master of Science in Nursing,  
Frontier Nursing University  
Bachelor of Science in Nursing,  
Hawaii Pacific University

### Kelsi Burke, MSN, RN

#### *Nursing Adjunct*

Master of Science in Nursing,  
Denver College of Nursing  
Bachelor of Science in Nursing,  
Denver School of Nursing  
Associate Degree in Nursing,  
Denver School of Nursing

### Rebecca Coffield, MSN-Ed

#### *Nursing Adjunct*

Master of Science in Nursing Education,  
Purdue Global University  
Bachelor of Science in Nursing, Wichita  
State University

### Matthew Corbin, MA

#### *Gen Ed Adjunct*

Master of Arts in English Composition,  
Northeastern Illinois University  
Bachelor of Arts in Interdisciplinary Studies,  
Wayne State University

### Danielle Crayton MSN, BSN

#### *Nursing Faculty*

Master of Science in Nursing: Forensic  
Nursing, Aspen University  
Bachelor of Science in Nursing,  
Platt College School of Nursing

### John Dawson, MS, BS

#### *Gen Ed Adjunct*

Master of Science in Microbiology and Cell  
Science, University of Florida  
Bachelor of Science in Biology, Texas Tech  
University

### Niki Eisenmann, PhD

#### *Nursing Faculty*

Doctor of Philosophy in Nursing,  
University of Missouri-Kansas City  
Master of Science in Nursing Education,  
Nebraska Wesleyan University  
Bachelor of Science in Nursing, University of  
Nebraska Medical Center

### Hannah Hathaway, PhD

#### *Gen Ed Adjunct*

Doctor of Philosophy in Pharmacology,  
Georgetown University  
Bachelor of Arts in Biochemistry &  
Molecular, Cellular, & Developmental  
Biology, University of Colorado Boulder

### Vicki Hoffman, MSN, RN, CNN, CNML

#### *Nursing Faculty*

Master of Science in Nursing, University of  
Phoenix

### Kip Horstmann, MS

#### *Gen Ed Adjunct*

Master of Science, Nutrition & Integrative  
Health, Maryland University of Integrative  
Health

### Gabrielle Ingalsbe, MSN, RN, CPAN, CPHQ

#### *Nursing Adjunct*

Master of Science in Nursing, Regis  
University  
Bachelor of Science in Nursing,  
Regis University

### Nyssa Kanavins, MSN, RN

#### *Nursing Adjunct*

Master of Science in Nursing, Western  
Governors University  
Bachelor of Science in Nursing, Alvernia  
University

### Nina Knoll, MSN, RN, IP

#### *Nursing Adjunct*

Master of Science in Nursing, Walden  
University

### Melissa Legg, MSN-Ed, RN

#### *Nursing Adjunct*

Master of Science in Nursing: Nursing  
Education, Western Governors University  
Bachelor of Science in Nursing,  
Denver College of Nursing

### Tara Liang, MSN, BSN

#### *Nursing Faculty*

Master of Science in Nursing, Grand Canyon  
University  
Bachelor of Science in Nursing, Platt College  
of Nursing

### Hyacinth Llanos, MSN,RN, FNP-BC, CMSRN

#### *Nursing Adjunct*

Master of Science in Nursing, University of  
Miami  
Bachelor of Science in Nursing,  
Nova Southeastern University

### Candice Lopez Trejo, MSN, CMSRN, RN

#### *Nursing Faculty*

Master of Science in Nursing, Walden  
University  
Bachelor of Science in Nursing, Platt College  
School of Nursing

### Michelle Lynn, MSN, RN

#### *Nursing Adjunct*

Master of Science in Nursing,  
University of Colorado  
Bachelor of Applied Science in Health  
Sciences, Northern Arizona University

### Brennan Malcolm, MSN, RN, C-EFM

#### *Nursing Adjunct*

Master of Science in Nursing, University of  
Minnesota  
Bachelor of Science in Geophysical  
Engineering, Colorado School of Mines

### McKenna Matticks, MSN,RN

#### *Nursing Adjunct*

Master of Science in Nursing-Leadership,  
Grand Canyon University  
Bachelor of Science in Nursing, Platt College  
School of Nursing

### Lori McCormick, DNP, MSN-Ed, BSN, LPN

#### *Nursing Adjunct*

Doctor of Nursing Practice, Aspen  
University  
Master of Science in Nursing: Nursing  
Education, National American University  
Bachelor of Science in Nursing, National  
American University  
Associate of Applied Science in Nursing,  
Arapahoe Community College  
Licensed Practical Nurse, Concorde Career  
College



**Jacqueline McNabb, MSN, BSN***Nursing Adjunct*

Master of Science in Nursing: Administration and Management, Aspen University  
Bachelor of Science in Nursing,  
Illinois Wesleyan University, IL

**Megan Montover, MSN-Ed***Nursing Faculty*

Master of Science in Nursing Education,  
Denver College of Nursing  
Bachelor of Science in Nursing,  
Denver College of Nursing

**Curtis Moy, MSN-Ed, BSN***Nursing Adjunct*

Master of Science in Nursing Education  
Western Governors University  
Bachelor of Science in Nursing,  
Baptist Health System School of Health Professions  
Associate Degree in Nursing, Glendale Community College

**Niklaus Mueller, PhD***Gen Ed Adjunct*

Doctor of Philosophy in Microbiology & Immunology, Georgetown University  
Bachelor of Science in Biological Sciences, University of Missouri - Columbia  
Bachelor of Science in Mortuary Science, University of Minnesota - Twin Cities

**Anne Murphy, MSN, RN***Nursing Adjunct*

Master of Science in Nursing, University of Colorado Denver  
Bachelor of Science in Nursing,  
Colorado State University- Pueblo

**Shelly Nelson, MSN, RN, CEN, CPEN***Nursing Adjunct*

Master of Science in Nursing, Grand Canyon University  
Bachelor of Science in Nursing, Platt College

**Robyn Ramirez, MSN, RN***Nursing Adjunct*

Master of Science in Nursing, University of Maryland Baltimore  
Bachelor of Science in Health Sciences,  
James Madison University

**Tameka Reynolds, DNP, RN***Nursing Faculty*

Doctor of Nursing Practice- Adult Gerontology Acute Care Nurse Practitioner, University of South Alabama  
Master of Science in Nursing- Adult Gerontology Acute Care Nurse Practitioner, University of South Alabama  
Bachelor of Science in Nursing,  
Georgia Southern University  
Bachelor of Health Science,  
Georgia Southern University

**Denice Sanchez, MSN-Ed, BSN, RN***Nursing Adjunct*

Master of Science in Nursing: Nursing Education, Colorado Technical University  
Bachelor of Science in Nursing,  
University of Phoenix

**Jennifer Sanderfer, MSN, APRN, CPNP-AC***Nursing Lab Manager*

Master of Science in Nursing, Vanderbilt University School of Nursing  
Bachelor of Science in Nursing, University of Texas at Arlington

**Alyssa Sieber, DNP, APRN, FNP-C, CEN***Nursing Adjunct*

Doctor of Nursing Practice, University of South Alabama  
Master of Science in Nursing, University of South Alabama  
Bachelor of Science in Nursing, University of South Florida

**Kathleen Staley, MS***Gen Ed Adjunct*

Master of Science in Global Energy Management, University of Colorado  
Bachelor of Science in Mechanical Engineering, Metropolitan State University of Denver

**Amanda Steele, MPH***Gen Ed Adjunct*

Master of Public Health in Health Education and Promotion, University of Alabama  
Master of Social Work, University of Southern Mississippi  
Bachelor of Science in Psychology,  
University of Mississippi

**Nicole Stewart, MS***Gen Ed Adjunct*

Master of Science in Environmental Sciences, University of Colorado  
Bachelor of Science in Chemistry, University of Colorado

**Kristina Stewart-Horton, MS***Gen Ed Adjunct*

Master of Science in Psychology,  
Capella University

**Kayla Tillisch, MSN, RN***Nursing Faculty*

Master of Science in Nursing, Capella University  
Bachelor of Science in Nursing,  
Capella University

**Emma Trujillo, MS***Gen Ed Adjunct*

Master of Biological Science,  
California State Polytechnic University  
Bachelor of Science in Molecular Biology and Biotechnology,  
California State University

**Benjamin Victory, MSN, BSN***Nursing Faculty*

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

**Adrienne Wallace, DNP, MSN, APRN, CPNP-PC***Nursing Adjunct*

Doctor of Nursing Practice,  
University of Central Florida  
Master of Science in Nursing,  
University of South Florida  
Bachelor of Science in Nursing,  
University of Central Florida  
Bachelor of Arts in Anthropology, University of Central Florida

**Ashely Watson, MSN, FNP-C, CPN***Nursing Adjunct*

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

**Kellie Wollbrink, MSN, RN***Nursing Adjunct*

Master of Science in Nursing, Devenport University  
Bachelor of Science in Nursing, Devenport University

**Staff****Fernald Isabel, BS***Academic Records Manager*

Bachelor of Science in Industrial Design,  
Arizona State University

**Anthony Mendez, BA***Student Achievement Coach*

Bachelor of Arts in Counseling Psychology,  
Colorado Mesa University

**October Minnotte, MA***Academic Support Coordinator*

Master of Arts in Educational Administration,  
University of Colorado-Denver

**Kristyn Wujcik***Clinical Coordinator*

Bachelor of Science in Business Management, Trinity Christian College

## Chesapeake Campus

### Administration

#### Jeremiah Scarbrough, BA

*Senior Campus President*  
Bachelor of Arts in History, University of Florida

#### Lulu Brinkley, MBA

*Senior Executive Director of Enrollment Services*  
Master of Business Administration, Western Governors University

#### Christine Odunlami, PhD, MSN-Ed, BSN

*Interim Dean of Nursing*  
Doctor of Philosophy in Education, Capella University  
Master of Science in Nursing Education, Drexel University  
Bachelor of Science in Nursing, Chamberlain University

#### Theresa Tuttle, MA, BS

*Dean of General Education*  
Master of Arts in Clinical/Community Psychology, Norfolk State University  
Bachelor of Science in Psychology & Sociology, University of Virginia's College at Wise

#### Angela Mitchell, MS

*Director of Financial Aid*  
Master of Science in Management and Leadership, Western Governors University

### Faculty

#### Jasmine Allen, MSN, BSN, RN

*Nursing Faculty*  
Master of Science in Nursing, Capella University  
Bachelor of Science in Nursing, Capella University

#### Melody Blanco, DNP, MSN, BSN

*Nursing Adjunct*  
Doctor of Nursing Practice, University of North Florida  
Master of Science in Nursing, Herzing University  
Bachelor of Science in Nursing, ECPI University College of Health Science

#### Rebecca Brehmer Edwards, MSN, BSN, RN

*Nursing Faculty*  
Master of Science in Nursing, Walden University  
Bachelor of Science in Nursing, University of Phoenix

#### Manuel Caday, MBA, BSN, RN

*Nursing Faculty*  
Master in Business Administration, New Era University  
Master of Arts in Education, New Era University  
Bachelor of Science in Nursing, St. Jude College

#### Anna Cicirale, MA, BS

*Gen Ed Adjunct*  
Master of Arts in Psychology, National Louis University  
Bachelor of Science in Psychology, Dominican University

#### Andrew Daub, MA, MS, BS

*Gen Ed Adjunct*  
Master of Arts in Political Science, American Public University  
Master of Science in Applied Economics, Southern New Hampshire University  
Bachelor of Science in Education, University of Central Arkansas

#### Tanya David, PhD, MS, BS

*Gen Ed Adjunct*  
Doctor of Philosophy in Math, Science & Engineering, Norfolk State University  
Master of Science in Material Science, Norfolk State University  
Bachelor of Science in Chemistry, Norfolk State University

#### John Mart DelosReyes, PhD

*Gen Ed Adjunct*  
Doctor of Philosophy in Psychology, Old Dominion University  
Master of Science in Psychology, Old Dominion University

#### Jennifer Dimapilis-Tanenggee, MD

*Gen Ed Adjunct*  
Doctor of Medicine, UERM College of Medicine  
Bachelor of Science in Nursing, St. Dominic Savio College  
Bachelor of Science in Biology, University of the Philippines

#### Denise Flores, MSN, BSN, RN

*Nursing Faculty*  
Master of Science in Nursing, University of Phoenix  
Bachelor of Science in Nursing, University of Phoenix

#### Brenda Gould, DNP, MSN

*Nursing Adjunct*  
Doctor of Nursing Practice, Walden University  
Master of Science in Nursing, University of Phoenix

#### Ericka Hall, MSN, BSN

*Nursing Adjunct*  
Master of Science in Nursing, Chamberlain University  
Bachelor of Science in Nursing, Old Dominion University

#### Tabitha Hapeman, DNP, MSN, BSN

*Nursing Adjunct*  
Doctor of Nursing Practice, Capella University  
Master of Science in Nursing, Capella University  
Bachelor of Science in Nursing, Wilkes University

#### Bronson Haynes, PhD

*Gen Ed Adjunct*  
Doctor of Philosophy in Biomedical Sciences, Eastern Virginia Medical School  
Bachelor of Science in Chemistry/Pre-Medical/DNIMAS, Norfolk State University

#### Colleen Ignacio, MSN, BSN

*Nursing Adjunct*  
Master of Science in Nursing, South University  
Bachelor of Science in Nursing, Norfolk State University

#### Lamia Issa, MSN, BSN, RN

*Nursing Faculty*  
Master of Science in Nursing, Capella University  
Bachelor of Science in Nursing, Norfolk State University

#### Karen Juachon, MSN, BSN

*Nursing Faculty*  
Master of Science in Nursing, Walden University  
Bachelor of Science in Nursing, Old Dominion University

#### Kimberly Lower, MS

*Gen Ed Adjunct*  
Master of Science in Nutrition, Texas Woman's University

#### Gautam Modali, MD, BS

*Gen Ed Adjunct*  
Doctor in Medicine in Public Health, Avalon University School of Medicine  
Bachelor of Science in Biology, Virginia Commonwealth University

#### Jamaica Munch, MSN-Ed, BSN

*Nursing Faculty*  
Master of Science in Nursing Education, Walden University  
Bachelor of Science in Nursing, Lyceum Northwestern University

**Cyndi Mushett, MEd, MA***Gen Ed Adjunct*

Master of Arts in English Language and Literature, University of Virginia

Master of Education, Strayer University

**Michael Parker, MS, BS***Gen Ed Adjunct*

Master of Science in Mathematics, Virginia State University

Bachelor of Science in Math,

Virginia State University

**Alicia Powell, MSN, BSN, RNC-OB***Nursing Lab Manager*

Master of Science in Nursing, Benedictine University

Bachelor of Science in Nursing, Hampton University

**Sara Shepherd, MSN, BSN***Nursing Adjunct*

Master of Science in Nursing, Sentara

College of Health Sciences

Bachelor of Science in Nursing, University of Iowa

**Charity Smith-Alexander, MSN, BSN, RN***Nursing Faculty*

Master of Science in Nursing, Georgia Southern University

Master of Science in Health Informatics,

Northern Kentucky University

Bachelor of Science in Nursing, Purdue

University Global

**LaDonna Taylor, MA, BS***Gen Ed Adjunct*

Master of Arts in Psychology,

The University of Arizona Global Campus

Bachelor of Science in Psychology,

University of Maryland Global Campus

**Lisa Teitler, MA, BA***Gen Ed Adjunct*

Master of Arts in English, Virginia

Commonwealth University

Bachelor of Arts in English Literature,

Florida State University

**Christopher Thompson, DNP, MSN-Ed***Nursing Adjunct*

Doctor of Nursing Practice, Virginia

Commonwealth University

Master of Science in Nursing Education,

Sentara College of Health Sciences

Bachelor of Science in Biology, Hampden-Sydney College

**Shannon Toby, MSN, BA***Nursing Faculty*

Master of Science in Nursing, Sentara

College of Health Sciences

Bachelor of Arts in Business Administration,

Virginia Wesleyan University

**Abby White, MSN, BSN***Nursing Adjunct*

Master of Science in Nursing, Loyola

University Chicago

Bachelor of Science in Nursing, St.

Catherine University

**Minnesa Wise, MSN, BSN***Nursing Adjunct*

Master of Science in Nursing, Walden

University

Bachelor of Science in Nursing, Stratford

University

**Staff****Alyssa Baldwin, PhD, MEd, BS***Academic Records Manager*

Doctor of Philosophy in Higher Education

Administration, Liberty University

Master of Education in Teaching and LRN-

Leadership, Liberty University

Bachelor of Science in Interdisciplinary

Studies, Maranatha Baptist University

**Nicole Hall, BA***Academic Support Coordinator*

Bachelor of Arts in Elementary Education &amp;

Literature, Sockton University

**Monique Rodriguez, MPA, BA***Student Achievement Coach*

Master of Public Administration, Strayer

University

Bachelor of Arts in Social Studies, University of Findlay

**Cincinnati Campus****Administration****Rieko Decker, MA***Senior Campus President*

Master of Arts in Communications,

Southern New Hampshire University

Bachelor of Science in Communications,

Purdue University Global

**Kelly Brown Cochrane, MEd***Dean of General Education*

Master of Education: Curriculum and

Instruction, University of Cincinnati

Bachelor of Education: Secondary

Mathematics, University of Cincinnati

Bachelor of Science: Computer Science,

University of Cincinnati

**Elizabeth Hager, DNP, MSN, BSN, RN***Dean of Nursing*

Doctor of Nursing Practice, Northern

Kentucky University

Master of Science in Nursing: Nursing

Education, Indiana Wesleyan University

Bachelor of Science in Nursing, Indiana

Wesleyan University

**Jaresha Moore, MBA***Executive Director of Enrollment Services*

Master of Business Administration,

Liberty University

Bachelor of Science in Business

Management, Indiana Wesleyan University

**Christina Asbury***Director of Financial Aid*

10+ years - Working Financial

Aid Experience

**Faculty****Lauren Boesken, DNP, MSN, BSN, RN***Nursing Adjunct*

Doctor of Nursing Practice in Population

Health Leadership, Xavier University

Master of Science in Nursing: Nursing

Education, Xavier University

Bachelor of Science in Nursing, Northern

Kentucky University

**Andria Bozzardi, MA***Gen Ed Adjunct*

Master of Arts in Family-Consumer

Sciences, Fontbonne University

Bachelor of Science in Human Nutrition

&amp; Dietetics, Southern Illinois University

Carbondale

**Michael Broughton, DC***Gen Ed Faculty*

Doctor of Chiropractic, National University of Health Sciences

Master of Arts in Education, University of Phoenix

Bachelor of Science in Human Biology, National University of Health Sciences

Bachelor of Science in Nutrition, Ohio State University

**Brittany Callahan, MSN, RN***Nursing Adjunct*

Master of Science in Nursing: Nursing Education, Xavier University

Bachelor of Science in Nursing, Indiana University

**Raquel Campbell, MSN, RN***Nursing Lab Manager*

Master of Science in Nursing: Nursing Education, Northern Kentucky University

Bachelor of Science in Nursing, Wright State University

**Kiara Chitman, MSN-Ed, RN***Nursing Adjunct*

Master of Science in Nursing Education, Northern Kentucky University

Bachelor of Science in Nursing, Ohio University

**Vanessa Corboy-Long, MSN-Ed, RN***Nursing Adjunct*

Master of Science in Nursing Education, Xavier University

Bachelor of Science in Nursing, Xavier University

**Holly Corkill, PhD***Gen Ed Adjunct*

Doctor of Philosophy in Curriculum and Instruction, Texas Tech University

Master of Arts in English, Texas A&M University-Corpus Christi

**Scott Duryea, PhD***Gen Ed Adjunct*

Doctor of Philosophy in International Studies, Old Dominion University

Master of Arts in History, East Carolina University

Master of Arts in International Studies, John Carroll University

**Brad Egelston, MA***Gen Ed Adjunct*

Master of Arts: The Art of Teaching, Marygrove College

Bachelor of Science: Elementary Education, Miami University

**Taitum Godfrey, MSN, RN***Nursing Faculty*

Master of Science in Nursing: Nursing Education, Northern Kentucky University

Bachelor of Science in Nursing, Beckfield College

Associate of Science in Nursing, Beckfield College

**Luke Grantz, DC***Gen Ed Adjunct*

Doctor of Chiropractic, Palmer College of Chiropractic

**Ashley Iyer, MSN, RN***Nursing Adjunct*

Master of Science in Nursing, College of Mount St. Joseph

Bachelor of Science: Marketing, Xavier University

**Samantha Meyer, DNP, RN***Nursing Adjunct*

Doctor of Nursing Practice, University of Cincinnati

Bachelor of Science in Nursing, Thomas More College

**Lauren Nagy, MBA***Gen Ed Adjunct*

Master of Business Administration in Quantitative Analysis, University of Cincinnati

Bachelor of Business Administration in Operations Management, University of Cincinnati

**Bianca Reyes, PhD***Gen Ed Adjunct*

Doctor of Philosophy: Industrial & Organizational Psychology, Adler University

Master of Business Administration, Milwaukee School of Engineering

Bachelor of Arts: Psychology, Sociology, Roosevelt University

**Megan Slovenski, MS***Gen Ed Adjunct*

Master of Science in Biotechnology, Johns Hopkins University

Bachelor of Arts in Biology, Miami University

**Christian Wardle, MSN, RN***Nursing Faculty*

Master of Science in Nursing: Nursing Education, Western Governors University

Bachelor of Science in Nursing, Mississippi College

**Devin Watkins, MSN, RN***Nursing Faculty*

Master of Science in Nursing: Nursing Education, Purdue Global

Bachelor of Science in Nursing, Thomas More College

**Katie Weingartner, DPN, MSN, RN***Nursing Adjunct*

Doctor of Nursing Practice, Jacksonville University

Master of Science in Nursing: Nursing Education, Jacksonville University

Bachelor of Science in Nursing, Jacksonville University

**Mia Williams-Burnett, MS***Gen Ed Adjunct*

Master of Science in Chemistry, Wright State University

Master of Science in Forensic Toxicology, University of Florida

Bachelor of Science in Forensic Chemistry, Ohio University

**Staff****Abigail Becker, BA***Academic Records Manager*

Bachelor of Arts in Elementary Education, Coastal Carolina University

**Iris Patton, MA***Student Achievement Coach*

Bachelor of Arts in East Asian Languages and Cultures, Miami University

**Cleveland Campus****Administration****Rieko Decker, MA***Senior Campus President*

Master of Arts in Communications, Southern New Hampshire University

Bachelor of Science in Communications, Purdue University Global

**Donna Sadler, DNP***Dean of Nursing*

Doctor of Nursing Practice, Grand Canyon University

Master of Science in Nursing, Capella University

Bachelor of Science in Nursing, Howard University

**Evan Brettrager, PhD***Dean of General Education*

Doctor of Philosophy in Pharmacology and Toxicology, University of Alabama at Birmingham

Bachelor of Science in Biochemistry, West Virginia University



**Marcia Lampkin, MBA-HRM***Executive Director of Enrollment Services*

Master of Business Administration  
in Human Resource Management,  
University of Phoenix  
Bachelor of Science in Business  
Administration, Myers University

**Mary Diaz***Director of Financial Aid*

Associate of Arts, Cuyahoga Community  
College

**Faculty****Ata Abbas, PhD***Gen Ed Adjunct*

Doctor of Philosophy in Biochemistry,  
Hamdard University  
Bachelor of Science in Biotechnology,  
Dr. B. R. Ambedkar University

**Ariel Baker, MSN,RN***Nursing Adjunct*

Master of Science in Nursing, Chamberlin  
University  
Bachelor of Science in Nursing,  
Ursuline College

**Sepalika Bandara, PhD***Gen Ed Adjunct*

Doctor of Philosophy in Chemistry,  
University of Illinois at Chicago  
Bachelor of Science, University of Kelaniya

**Stephanie Cadzow, MSN, RN***Nursing Adjunct*

Master of Science in Nursing, Chamberlin  
University  
Bachelor of Science in Nursing, University of  
Kentucky

**Dawn Comerford, MSN***Nursing Adjunct*

Master of Science in Nursing, Western  
Governors University  
Bachelor of Science in Nursing, Chamberlin  
University  
Associate of Applied Science in Nursing,  
Cuyahoga Community College

**William Derrick, MA***Gen Ed Adjunct*

Master of Arts in Teaching and Learning,  
Nova Southeastern University  
Bachelor of Science: Math,  
Bowling Green State University

**Ameeya Fothergill, MSN***Nursing Adjunct*

Master of Science in Nursing,  
Chamberlain University  
Bachelor of Science in Nursing,  
Chamberlain University  
Associate of Applied Science in Nursing,  
Cuyahoga Community College

**Tiffany Hayes, MSN, BSN,RN***Nursing Faculty*

Master of Science in Nursing, Kent State  
University  
Bachelor of Science in Nursing, Ohio  
University

**Lori Kaufman, MS, BS***Gen Ed Adjunct*

Master of Science in Dietetics, Long Island  
University  
Bachelor of Science in Health Science, Town  
University

**Gabrielle Kimble, CNP, MSN-FNP, BSN***Nursing Adjunct*

Master of Science in Nursing, Youngstown  
University  
Bachelor of Science in Nursing, Ohio  
University  
Associate of Applied Science in Nursing,  
Cuyahoga Community College  
Nurse Practitioner Certification,  
Youngstown University  
ANCC Certification, Youngstown State  
University

**Cassie Konen-Butler, MA***Gen Ed Adjunct*

Master of Arts: Community and Mental  
Health Counseling, University of Akron  
Bachelor of Arts/Science in Psychology/  
Biology, Walsh University

**Jon Kruszewski, MSN-Ed,RN***Nursing Faculty*

Master of Science in Nursing Education,  
Capella University  
Bachelor of Science in Nursing, Brayton and  
Stratton College of Nursing  
Associate of Applied Science in Nursing,  
Brayton and Stratton College of Nursing  
EMT-P Certification, Lakeland Community  
College

**Dervonda Little, MSN***Nursing Adjunct*

Master of Science in Nursing, Chamberlin  
University

**Jennifer Mahony, MSN, CNP, BSN, RN***Nursing Adjunct*

Master of Science in Nursing, Kent State  
University  
Bachelor of Science in Nursing, Case  
Western Reserve University  
Certified Nurse Practitioner, Kent State  
University

**Erica Martumus, MSN***Nursing Adjunct*

Master of Science in Nursing, Ursuline  
College  
Bachelor of Science in Nursing, Chamberlin  
University  
Associate of Applied Science in Nursing,  
Lakeland Community College

**Donald Miedema, MEd, BA***Gen Ed Adjunct*

Master of Education, Liberty University  
Bachelor of Arts, University of Central  
Florida

**Samra Nasser, PhD***Gen Ed Adjunct*

Doctor of Philosophy in Political Science,  
Wayne State University  
Master of Arts in International Politics &  
Economics, University of Detroit - Mercy  
Bachelor of Arts in Political Science,  
University of Michigan

**Jocelyn Price, MSN-Ed, BSN, RN***Nursing Adjunct*

Master of Science in Nursing: Nursing  
Education, Chamberlin University  
Bachelor of Science in Nursing, Ohio  
University  
Bachelor of Arts in Political Science and  
Public Administration, Miami University  
Registered Nurse Diploma, Huron School of  
Nursing

**Vrushali Rajepandhare, MS, BS, BEd***Gen Ed Adjunct*

Master of Science, University of Baroda  
Bachelor of Science, University of Baroda  
Bachelor of Education, Gujarat University

**Ashley Reeder, MSN***Nursing Faculty*

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

**Jennifer Ruffin, MS, BS***Gen Ed Adjunct*

Master of Science in Medical Technology,  
Microbiology Concentration, SUNY Upstate  
Medical University  
Master of Science in Biology - Medical  
Sciences, Mississippi College  
Bachelor of Science in Political Science,  
Vanderbilt University

**Oksana Semenets-Ana, MSN***Nursing Faculty*

Master of Science in Nursing,  
American Public University  
Bachelor of Science in Nursing,  
Walden University  
Associate of Applied Science in Nursing,  
Bryant Stratton College

**Tammy St. Louis, MSN,BSN***Nursing Adjunct*

Master of Science of Nursing, Chamberlin  
University  
Bachelor of Science in Nursing, Chamberlin  
University

**Larnique Sugick, DHS, MSHA, BS***Gen Ed Adjunct*

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

**Natalie Vonderau, MSN, RN***Nursing Faculty*

Master of Science in Nursing,  
Walden University  
Bachelor of Science in Nursing,  
Walden University  
Associate of Applied Science in Nursing,  
Cuyahoga Community College

**Jane Weller, MSN-Ed, RN***Nursing Lab Manager*

Master of Science in Nursing Education,  
Grand Canyon University  
Bachelor of Science in Nursing, Grand  
Canyon University  
Registered Nurse Diploma, Fanshawe  
College

**Jacob Wielgoma, MA***Gen Ed Adjunct*

Master of Arts in Mathematical Statistics,  
Wayne State University  
Bachelor of Science in Statistics, Wayne  
State University  
Bachelor of Arts in Chemistry, Wayne State  
University

**Angela Zak, MSN,BSN***Nursing Adjunct*

Master of Science in Nursing , Chamberlin  
University  
Bachelor of Science in Nursing, Kent State  
University

**Staff****Jason Ross, PhD, BS, BA***Student Achievement Coach*

Doctor of Philosophy in Biology, Cleveland  
State University  
Bachelor of Science in Biology, University of  
Toledo  
Bachelor of Arts in Psychology,  
University of Toledo

**Callie Stokes, MA, BA***Academic Support Coordinator*

Master of Arts in Higher Education  
Administration, University of Akron  
Bachelor of Arts in Psychology, University of  
Akron

**Samantha Vernak, BS***Academic Records Coordinator*

Bachelor of Science in Dietetics, Ohio State  
University

**Columbus Campus****Administration****Rieko Decker, MA***Senior Campus President*

Master of Arts in Communications,  
Southern New Hampshire University  
Bachelor of Science in Communications,  
Purdue University Global

**Wanda Chukwu, DNP***Dean of Nursing*

Doctor of Nursing Practice, Capella  
University  
Master of Arts/Org Mgmt, Spring Arbor  
University  
Associate in Science, Nursing, Minneapolis  
Community Technical College

**Whitney Schmidt***Executive Director of Enrollment Services***Faculty****Joshua Hostetter, PhD, MA, BA***Gen Ed Adjunct*

Doctor of Philosophy in American Politics,  
Louisiana State University  
Master of Arts in Political Science , Indiana  
University  
Bachelor of Arts in Political Science, Indiana  
University

**Chike Odili, MS***Gen Ed Adjunct*

Master of Science in Physics and Astronomy,  
Texas A&M University

**Rebecca Williams-Wagner, PhD, BS***Gen Ed Adjunct*

Doctor of Philosophy in Microbiology, The  
Ohio State University  
Bachelor of Science in Molecular Biology,  
Otterbein University

**Staff****Abigail Becker, BA***Academic Records Manager*

Bachelor of Arts in Elementary Education,  
Coastal Carolina University

**Mallory Hartsell, BA***Campus Support Coordinator*

Bachelor of Arts in Classical Studies,  
Denison University

**Megan Standiford, BA***Student Achievement Coach*

Bachelor of Arts in Psychology, The Ohio  
State University

**Dallas Campus****Administration****Chris Peters***Campus President*

Bachelor of Science in Business Marketing,  
Southern University - Baton Rouge

**Shalonda Wilson-Patterson, DNP, MSN, BSN, FNP-BC***Dean of Nursing*

Doctor of Nursing Practice, Georgetown  
University - DC  
Master of Science in Nursing - Family  
Nurse Practitioner, Saint Xavier University  
- Chicago  
Bachelor of Science in Nursing, Loyola  
University - Chicago

**Bridgette Hudson, MSN, RN***Assistant Dean of Nursing*

Master of Science in Nursing,  
Loyola University New Orleans  
Bachelor of Science in Nursing,  
Texas Woman's University

**Hermelinda Fernandez, MHA, BA***Dean of General Education*

Master of Health in Healthcare  
Administration, Louisiana State University  
Bachelor of Arts in Spanish/Biology,  
Tarleton State University

**Bano Razaq***Director of Financial Aid*

Bachelor of Arts in International Political  
Economy, The University of Texas at Dallas

**Faculty****Miguel Abreu, EdD, MPS***Gen Ed Faculty*

Doctor of Education in Leadership,  
American College of Education  
Master of Pharmaceutical Sciences,  
University of Havana  
Bachelor of Chemistry, University of Havana

**Jason Adams, MEd, MSHS, BS***Gen Ed Adjunct*

Master of Education in Med Science  
Education, University of Texas at Arlington  
Master of Education in Adult and Lifelong  
Learning, University of Arkansas  
Master of Science in Health Science,  
University of Arkansas  
Bachelor of Science in Biology, Tugaloo  
College

**Issac Adu, MSN, BSN***Nursing Adjunct*

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

**Mohammad Ahmad, MS,BS***Gen Ed Adjunct*

Master of Science in Biomedical Science  
Non- Research, Philadelphia College of  
Osteopathic Medicine  
Bachelor of Science in Biology, The  
University of Texas at Arlington

**Neal Alcalay, PhD***Gen Ed Faculty*

Doctor of Philosophy, University of  
Kansas  
Master of Science in Pharmaceutical  
Sciences, University of Florida

**Cynthia Andrews, MSN, BSN***Nursing Adjunct*

Master of Science in Nursing, Regis  
University  
Bachelor of Science in Nursing, Regis  
University

**Orial Anthony-Houston, MSN-Ed, BSN***Nursing Faculty*

Master of Science in Nursing Education,  
Western Governors University  
Bachelor of Science in Nursing,  
West Coast University-Dallas

**Indra Carter****MSN, RN, AGCNS-BC, MEDSURG-BC***Nursing Adjunct*

Masters of Science in Nursing,  
University of The Incarnate Word  
Bachelor of Science in Nursing,  
Midwestern State University

**Charlotte Chance, DNP, MSN, RN***Nursing Adjunct*

Doctor of Nursing Practice,  
Southern Illinois University  
Master of Science in Nursing, Southern  
Illinois University

**Rajni Chaudhry, DNP***Nursing Adjunct*

Doctor of Nursing Practice,  
Grand Canyon University

**LeeAundra Childress, MSN, BSN***Nursing Faculty*

Master of Science in Nursing, Capella  
University  
Bachelor of Science in Nursing, Chamberlin  
University  
Associate of Applied Science in Nursing,  
Wayne County Community College  
Associate of General Studies, Macomb  
Community College

**Adela Cifuentes, MSN, BSN***Nursing Adjunct*

Master of Science in Nursing, The University  
of Texas at Arlington  
Bachelor of Science in Nursing, Texas  
Woman's University

**Tiffany Cole, MSN, BSN***Nursing Faculty*

Master of Science in Nursing, D'Youville  
University  
Bachelor of Science in Nursing, D'Youville  
University  
Associate of Applied Science in Nursing,  
Trocaire College

**Brandi Davis, MSN, APRN, FNP-C***Nursing Adjunct*

Master of Science in Nursing,  
Loyola University - NOLA  
Bachelor of Science in Nursing,  
LSU Health Center

**Liddy Davis, DNP, NNP, CNS, RNC***Nursing Faculty*

Doctor of Nursing Practice, Loma Linda  
University  
Master of Science in Nursing, Loma Linda  
University  
Bachelor of Science in Nursing,  
Southwestern Adventist University  
Associate Degree in Nursing, Southwestern  
Adventist University

**Doris Dzissah, MSN, RN***Nursing Adjunct*

Master of Science in Nursing Administration,  
College of Mt Saint Vincent

**Luis Espinoza, PhD, MS, MPH***Gen Ed Adjunct*

Doctor of Philosophy in Sociology, Texas  
Woman's University  
Master of Science in Applied Criminology,  
East Texas A&M University  
Master of Public Health in Epidemiology,  
The University of North Texas Health  
Science Center  
Master of Science in Biology, The University  
of Texas Rio Grande Valley

**Zelda Gibbs, PhD, MSN, RN***Nursing Adjunct*

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

**LaShanna Gilmore, MSN, RN***Nursing Adjunct*

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

**Deidre Green, MSN, RN***Nursing Adjunct*

Master of Science in Nursing,  
University of Colorado  
Bachelor of Science in Nursing,  
Texas Women's University

**Andrew Greenberg, MA, BS***Gen Ed Adjunct*

Master of Arts in Public Policy, Liberty  
University  
Bachelor of Science in Communication,  
Lamar University  
Bachelor of Science in Political Science,  
Lamar University

**Mikiyas Hailemicheal, MSN, BSN***Nursing Adjunct*

Master of Science in Nursing, West Coast  
University  
Bachelor of Science in Nursing, University of  
Texas at Arlington

**Anisha Henderson, MSN, BSN***Nursing Adjunct*

Master of Science in Nursing Educator,  
Chamberlain University  
Bachelor of Science in Nursing - RN to BSN,  
Chamberlain University

**Courtney Holbrook, MS***Gen Ed Adjunct*

Master of Science in Biology,  
Tarleton State University  
Bachelor of Science in Biomedical Science,  
Tarleton State University

**Sierra Holloway, DNP, MSN***Nursing Adjunct*

Doctor of Nursing Practice, Chamberlain  
University  
Masters of Science in Nursing,  
Walden University  
Bachelor of Science in Nursing,  
Chamberlain College of Nursing

**Kip Horstmann, MS, BSBA***Gen Ed Adjunct*

Master of Science in Nutrition and  
Integrative Health, University of Maryland,  
Institute of Integrative Health  
Master of Science: Specialization in Design  
for Online Learning, Capella University  
Bachelor of Science in Business  
Administration, University of Missouri

**Barbara Igwebuike, DNP, MSN, BSN, RN***Nursing Adjunct*

Doctor of Nursing Practice,  
Grand Canyon University  
Masters of Science in Nursing, University of  
Texas at Arlington  
Bachelors of Science in Nursing,  
University of Texas at Arlington

**Fatima Irfan, MA, BS***Gen Ed Adjunct*

Master of Arts in Biology, West Liberty  
University  
Bachelor of Science in Biology/General,  
West Virginia State University

**LaTorria Jackson, MSN, MBA, BSN***Nursing Faculty*

Master of Science in Nursing, University of  
Texas - Tyler  
Master of Business in Administration,  
University of Texas - Tyler  
Bachelor of Science in Nursing, University of  
Texas - Tyler  
Associate Degree in Nursing, Dallas College

**Katie Jung, MA, BA***Gen Ed Adjunct*

Master of Arts in Counseling Psychology,  
University of San Francisco  
Bachelor of Arts in Psychology, Azusa  
Pacific University

**Janet Kadavil, MSN***Nursing Faculty*

Master of Science in Generalist Nursing,  
DePaul University  
Bachelor of Science in Kinesiology Exercise  
Science, California State University  
Northridge

**Ahmad Kalsoom, MEd, BS***Gen Ed Adjunct*

Master of Education, Concordia University  
St Paul Custodial Institute  
Bachelor of Science in Interdisciplinary  
Studies, University of Texas at Arlington  
Bachelor of Science in Mathematics,  
University of Texas at Arlington

**Jason Kimmel, MS, BA***Gen Ed Adjunct*

Master of Science in Political Science,  
Liberty University  
Bachelor of Arts in Social Science, University  
of North Texas

**Nicolas Ladikos, DP, BS***Gen Ed Adjunct*

Doctor of Pharmacy, University of Florida  
Bachelor of Science in Biochemistry,  
Concordia University

**Cherilyn Laymance, MSN-Ed***Nursing Adjunct*

Master of Science in Nursing Education,  
Texas Tech University Health Science Center

**Ronel Layugan, MSN, BSN***Nursing Adjunct*

Master of Science in Nursing, Grand Canyon  
University  
Bachelor of Science in Nursing, Calayan  
Educational Foundation

**Brenda Lopez, MEd***Gen Ed Adjunct*

Master of Science in Nursing Education,  
Texas A&M University  
Bachelor of Science in Nursing, Texas A&M  
University

**Lizzette Lopez, MSN-Ed, BSN, BA***Nursing Adjunct*

Master of Science in Nursing Education,  
Grand Canyon University  
Bachelor of Science in Nursing, The  
University of Texas at El Paso  
Bachelor of Arts in Psychology, The  
University of Texas at El Paso

**Charity Lysen, MSN, BSN***Nursing Faculty*

Master of Science in Nursing, Western  
Governors University  
Bachelor of Science in Nursing, Midwestern  
State University  
Associate Degree in Nursing, Dallas  
Community College

**Steven Marantz, MBA, BA***Gen Ed Adjunct*

Master of Business Administration, Western  
New England College  
Bachelor of Arts in Music, Rutgers  
University-New Brunswick

**Jessica Marish, MSN, BSN***Nursing Faculty*

Master of Science in Nursing, Capella  
University  
Bachelor of Science in Nursing, University of  
Houston-Victoria

**Jessy Mathew, DNP, MSN, BSN***Nursing Adjunct*

Doctor of Nursing Practice, Chamberlain  
University  
Master of Science in Nursing, Chamberlain  
University  
Bachelor of Science in Nursing, Chamberlain  
University

**Serene Mathew, DNP, MSN, RN***Nursing Adjunct*

Doctor of Nursing Practice in Health Care  
Leadership, Chamberlain University  
Master of Science in Nursing,  
Valparaiso University  
Bachelor of Science in Nursing,  
Tamil Nadu Dr. M.G.R. Medical University

**Eric Nelson, MSN***Nursing Faculty*

Master of Science in Nursing, Texas A&M  
University-Corpus Christi

**Constantine Nsofor, MSN***Nursing Adjunct*

Master of Science in Nursing, Walden  
University

**Nneka Nwamah Ofor, MSN, BSN***Nursing Adjunct*

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

**Lisa Olford, MSN, AGACNP-BC, RN***Nursing Adjunct*

Masters of Science in Nursing,  
Chamberlain University  
Bachelor of Science in Nursing,  
University of Texas - Arlington  
Associate of Applied Science in Nursing,  
Angelina College



**Colea Owens, MBA, BSN, RN***Nursing Adjunct*

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

**Crystal Owens, MSN, BSN***Nursing Faculty*

Master of Science in Nursing, Grand Canyon  
University  
Bachelor of Science in Nursing, Chamberlain  
University  
Associate Degree in Nursing, Navarro  
College

**Nikunj Patel***Gen Ed Adjunct*

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

**Brooke Phillips, MSN, BSN***Nursing Adjunct*

Master of Science in Nursing, University of  
Texas at Arlington  
Bachelor of Science in Nursing, Texas  
Christian University

**Sheeja Pillai, MSN, RN***Nursing Adjunct*

Master of Science in Nursing, Graduate  
Certificate in Nurse Educator Role,  
University of Texas at Arlington

**Lily Polsky, DNP, MSN, BSN, RNC-OB***Nursing Faculty*

Doctor of Nursing Practice, Grand Canyon  
University  
Master of Science in Nursing, University of  
Texas - Arlington  
Bachelor of Science in Nursing, Texas  
Women's University

**Shedrack Raines, DC***Gen Ed Adjunct*

Doctor of Chiropractic, Parker University

**Dalybeth Reasoner, MPsy***Gen Ed Adjunct*

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

**Jennifer Rivera, MSN, BSN***Nursing Adjunct*

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

**Loukisha Roberts-Higgenbotham, DNP, MSN, BSN***Nursing Adjunct*

Doctor of Nursing Practice, Frontier Nursing  
University  
Master of Science in Nursing, Walden  
University  
Bachelor of Science in Nursing, California  
State University

**Jessica Robinson, MSN***Nursing Lab Manager*

Master of Science in Nursing, Grand Canyon  
University

**Tanya Rose, MSN***Nursing Adjunct*

Master of Science in Nursing, Barry  
University

**Mary Rutledge-Davis, PhD, MA, BA***Gen Ed Adjunct*

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

**Jancy Sabu, MSN, RN***Nursing Adjunct*

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

**Theresa Schmitz, MSN***Nursing Faculty*

Master of Science in Nursing, Grand Canyon  
University

**Courtney Sharkey, MA***Gen Ed Adjunct*

Master of Arts in Adult Education,  
Northwestern State University  
Bachelor of Arts in Literature,  
Northwestern State University

**Sonia Sims, MSN***Nursing Adjunct*

Master of Science in Nursing,  
Texas Women's University  
Bachelor of Science in Nursing,  
Texas Women's University

**Nainitaben Soni, MSN, BSN, RN, CNE***Nursing Adjunct*

Master of Science in Nursing,  
Informatics, University of Phoenix  
Bachelor of Science in Nursing and Midwife,  
Gujarat University

**Monique Stewart, MSN, BSN***Nursing Faculty*

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

**Jasmine Thigpen****MSN, AGACNP, BSN, RN***Nursing Adjunct*

Master of Science in Nursing,  
Walden University  
Bachelor of Science in Nursing,  
West Coast University

**Amber Thompson, MSN, BSN, BS***Nursing Adjunct*

Master of Science in Nursing, California  
State University  
Bachelor of Science in Nursing, California  
State University  
Bachelor of Science in Psychobiology,  
University of California

**Haley Thompson, MSN, BSN***Nursing Faculty*

Master of Science in Nursing, Capella  
University  
Bachelor of Science in Nursing, Midwestern  
State University  
Associate of Arts, Wharton Community  
College

**Aisha Washington, DNP, APRN, FNP-BC***Nursing Adjunct*

Doctor of Nursing Practice,  
Nebraska Methodist College  
Bachelor of Science in Nursing,  
Texas Tech University Health  
Bachelor of Science in Healthcare Studies,  
University of TX - Dallas

**Xaquita Wicks, MSN, APRN, FNP-C***Nursing Adjunct*

Master of Science in Nursing,  
University of Phoenix  
Bachelor of Science in Nursing,  
University of Phoenix  
Postgraduate in Family Nursing Practitioner,  
Grambling State University

**Randell Wolff, MA, BA***Gen Ed Adjunct*

Master of Arts in TESOL, Murray State  
University  
Master of Arts in English, Murray State  
University  
Bachelor of Arts in English Literature, Bethel  
University

**Wafa Yousef, MSN, BSN***Nursing Faculty*

Master of Science in Nursing Leadership,  
Grand Canyon University  
Bachelor of Science in Nursing, Long Island  
University

**Staff****Clinton Esmaeili Behbehani, BS***Student Achievement Coach*

Bachelor of Science in Technical  
Management, DeVry University  
Associate of Arts, Tarrant County College  
Management, DeVry University

**La'Reta Jones, MBA, BS***Student Achievement Coach*

Master in Business Administration,  
University of North Texas  
Bachelor of Science in Interdisciplinary  
Studies, University of North Texas

**Stephen Lewis, BBA***Student Achievement Manager*

Bachelor of Business Administration,  
University of North Texas

**Sana Malik, BS***Academics Records Manager*

Bachelor of Science in Business  
Administration, University of Maryland

**Kari Perkins, MS, BA***Academic Support Coordinator*

Master of Science in Instructional Design  
and Technology, Full Sail University  
Bachelor of Arts in German, University of  
North Texas

## Falls Church Campus

**Administration****Robert F. DeFinis, EdD***Senior Campus President*

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

**Kevin Tawan Gore, BA***Executive Director of Enrollment Services*

Bachelor of Arts in Spanish,  
Bethune-Cookman University

**Melissa L. Weir, PhD, MSN, BSN***Dean of Nursing*

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

**Tia McKinnon, EdD***Dean of General Education*

Doctor of Education in Teaching & Learning,  
Argosy University  
Master of Science in Curriculum and  
Instruction, McDaniel College  
Bachelor of Science in English, Towson  
University

**Christine Odunlami, PhD, MSN, BSN***Assistant Dean of Nursing*

Doctor of Philosophy in Nursing Education,  
Capella University  
Master of Science in Nursing, Drexel  
University  
Bachelor of Science in Nursing, Chamberlain  
University

**Yomira Payano***Director of Financial Aid*

5 years - Working Financial Aid Experience

**Faculty****Muna Abd-Alla, MD, M.HP.***Gen Ed Adjunct*

Doctor of Medicine, Ahfad University for  
Women  
Masters in Human Physiology, University of  
Khartoum  
Bachelor of Science in Medicine and  
Surgery, Ahfad University for Women

**Asho Ali, PhD, BS***Gen Ed Adjunct*

Doctor of Philosophy in Health Sciences, The  
Aga Khan University  
Bachelor of Science in Microbiology,  
University of Karachi

**Sakpa Amara, PhD, DNP***Nursing Adjunct*

Doctor of Philosophy, University of Reading  
Doctor of Nursing Practice, John Hopkins  
University  
Master of Science in Nursing - Public Health/  
Education, The Catholic University of  
America  
Bachelor of Science in Nursing, George  
Mason University

**Tsuru Bailey-Jones, EdD, MA, BS***Gen Ed Adjunct*

Doctor of Education in Educational  
Leadership, University of Arizona  
Master of Arts in Education/Administration  
& Supervision, University of Phoenix  
Post-Baccalaureate in Teacher Education  
Program/Secondary, University of Phoenix  
Bachelor of Science in Mechanical  
Engineering, University of Arizona

**Elizabeth (Lisa) Boone, MSN***Nursing Adjunct*

Master of Science in Nursing, The University  
of Alabama  
Bachelor Science in Nursing, The Catholic  
University of America

**James Boyer, MPA***Gen Ed Adjunct*

Master of Public Administration, University  
of Nevada - Las Vegas  
Bachelor of Science in Urban Studies,  
University of Nevada - Las Vegas

**Makisha Cheeks, EdD***Gen Ed Adjunct*

Doctor of Education, Nova Southeastern  
University  
Master of Education, Florida A&M University  
Bachelor of Arts in English, Florida A&M  
University

**Akhila Dasari, MS, BS***Gen Ed Adjunct*

Master of Science in Data Analytics  
Engineering, George Mason University  
Bachelor of Science in Applied Mathematics,  
George Mason University

**Kelly Delaney, PhD, MSN, BSN***Nursing Faculty*

Doctor of Philosophy in Nursing, University  
of Pennsylvania  
Master of Science in Nursing, University of  
Pennsylvania  
Bachelor of Science in Nursing, University of  
Pennsylvania

**Dana Duncan, MSMPH, BSN***Nursing Adjunct*

Post-master's Certificate in Adult Gero  
Primary Care NP PMC, Drexel University  
Master of Science / Master of Public Health  
in Community/Public Health Nursing Urban  
Public Health, CUNY Hunter College  
Bachelor of Science in Nursing,  
The College of New Rochelle

**Tomika Gaymon, MSN, BSN***Nursing Adjunct*

Master of Science in Nursing: Nurse  
Midwifery, Old Dominion University  
Bachelor of Science in Nursing,  
Chamberlain University

**Caitlin Gillette, MS***Gen Ed Adjunct*

Master of Science in Integrated Biosciences,  
University of Minnesota  
Bachelor of Science in Biology, University of  
Minnesota

**Cavetta Green, MSN, BSN***Nursing Adjunct*

Master of Science in Nursing: Family Nurse Practitioner, The George Washington University  
 Bachelor of Science in Nursing, The University of Arizona

**Rasheeda Gonzalez, MSN, BSN***Nursing Adjunct*

Master of Science in Nursing: Educator, Chamberlain University  
 Bachelor of Science in Nursing, Chamberlain University

**Hamdi Hagiyusuf, DNP, MSN, AAS-Nursing***Nursing Adjunct*

Doctor of Nursing Practice: Nurse Practitioner, Baylor University  
 Master of Science in Nursing, George Mason University  
 Associate in Applied Science in Nursing, Northern Virginia Community College

**Mary Ellen Hamby, MSN-Ed, RN, CNE***Gen Ed Adjunct*

Master of Science in Nursing Education, Northern Kentucky University  
 Bachelor of Science in Nursing, University of Cincinnati

**Tamaro Hanna, DNP, MSN, RN***Nursing Adjunct*

Doctor of Nursing Practice, Chamberlain University  
 Master of Science in Nursing, Chamberlain University  
 Bachelor of Science in Nursing, George Mason University

**Kirsten Harper, MSN, RN***Nursing Adjunct*

Master of Science in Nursing, Capella University  
 Bachelor of Science in Nursing, Stratford University  
 Bachelor of Science in Health Services Management, University of Maryland

**Rana Hassan, MD, MSHA, BSN***Gen Ed Adjunct*

Doctor of Medicine, University of Al-Mustansiriyah, College of Medicine  
 Master of Science in Healthcare Administration, Stratford University  
 Bachelor of Science in Nursing, Stratford University

**Karen Hendry, PhD***Gen Ed Adjunct*

Doctor of Philosophy in Nursing Practice, University of Massachusetts Amherst  
 Master of Education, Springfield College  
 Bachelor of Science in Nursing, Syracuse University

**Kelly Hockman, MSN, BSN, ASBA***Nursing Adjunct*

Master of Science in Nursing, South University  
 Bachelor of Science in Nursing, South University  
 Associate of Science in Business Administration, South University

**Ashley Howard, MA, BA***Gen Ed Adjunct*

Master of Arts in English: Literature & Writing, Kent State University  
 Bachelor of Arts in English, Kent State University

**Nedra Keenan, MSN-Ed***Nursing Faculty*

Master of Science in Nursing Education, Louisiana State University  
 Bachelor of Science in Nursing, James Madison University  
 Bachelor of Arts in Psychology, James Madison University

**Amaris Kelley, MSN, BSN***Nursing Faculty*

Master of Science in Nursing: Nursing Administration, University of South Carolina  
 Bachelor of Science in Nursing, Columbus State University

**Sarah L. Kelley, MSN, RN***Nursing Adjunct*

Master of Science in Nursing, Clinical Nurse Leadership, University of Virginia  
 Bachelor of Arts in Government, University of Virginia

**Melinda King, MSN, BSN***Nursing Faculty*

Master of Science in Nursing Education, Southern Nazarene University  
 Bachelor of Science in Nursing, Baylor University

**Tuesday Mathews, DNP, FNP***Nursing Adjunct*

Doctor of Nursing Practice, University of North Carolina  
 Bachelor of Science in Nursing, University of North Carolina

**William Meruvia, MS***Gen Ed Adjunct*

Master of Science in Biology, Mississippi College  
 Bachelor of Science in Biology Medical Sciences, Mississippi College

**Elizabeth Miller, DNP, MSN, BSN***Nursing Adjunct*

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

**Brenda Noel, MSN, BSN***Nursing Adjunct*

Master of Science in Nursing, The Catholic University of America  
 Bachelor of Science in Nursing, University of the District of Columbia

**Francis Nuwah, MD, MSHA***Gen Ed Adjunct*

Doctor of Medicine, Crimea State Medical Institute  
 Master of Science in Healthcare Administration, Stratford University

**Catherine Phelan, MA, BA***Gen Ed Adjunct*

Master of Arts: Industrial/Organizational Psychology, University of Houston-Clear Lake  
 Bachelor of Arts in Psychology, University of Houston

**Jessie Rivers, DNP, MSN, BSN***Nursing Adjunct*

Doctor of Nursing Practice, Aspen University  
 Master of Science in Nursing, Chamberlain University  
 Bachelor of Science in Nursing, Chamberlain University

**Juan M. Rodriguez, JD, BA***Gen Ed Adjunct*

Juris Doctor in Law, University of the District of Columbia, David A. Clark School of Law  
 Bachelor of Arts in Political Science, The George Washington University

**Joseph Bob Rogers, DNP, MPH, BSN***Nursing Adjunct*

Doctor of Nursing Practice, George Mason University  
 Master of Public Health, George Mason University  
 Bachelor of Science in Nursing, George Mason University

**Keisha Rollins-Monroe, PhD, RN***Nursing Adjunct*

Doctor of Philosophy in Nursing Education and Administration, William Carey University

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

**Michael Edward Senn, PhD, MSSI, MA***Gen Ed Adjunct*

Doctor of Philosophy in Geography, University of South Carolina  
Master of Science in Strategic Intelligence, National Defense Intelligence College  
Master of Arts in Geography, The University of North Carolina

**Carl Seward, MS, MA***Gen Ed Adjunct*

Master of Arts in Educational Leadership, Hampton University  
Master of Science in Mathematics, Elizabeth City State University  
Bachelor of Science in Mathematics, Elizabeth City State University

**Wahida Sherman, MSN, BSN***Nursing Adjunct*

Master of Science in Nursing, Drexel University  
Bachelor of Science in Nursing, The Ohio State University

**Autumn Spence, DNP***Nursing Adjunct*

Doctor of Nursing Practice, Yale University  
Master of Science in Nursing, New York University  
Bachelor of Science in Nursing, College of Mount Saint Vincent  
Bachelor of Arts in Psychology, Stony Brook University

**Jane Taylor, MSN, BSN***Nursing Adjunct*

Post-Master's Certificate in Nursing, Adult-Gerontological Primary Care Nurse Practitioner, The Catholic University of America  
Master of Science in Nursing/ Nurse Educator, South University  
Bachelor of Science in Nursing, University of Maryland at Baltimore

**Mazdak Tehrani, PharmD, BS***Gen Ed Faculty*

Doctor of Pharmacy, Union University  
Bachelor of Science in Pharmaceutical Sciences, Campbell University

**Ashley Turner Robinson, DNP, EMBA, RN***Nursing Faculty*

Doctor of Nursing Practice in Public Health Nurse Leadership, University of Massachusetts, Amherst  
Executive Master of Business Administration, Howard University  
Bachelor of Science in Nursing, Georgia Southern University

**Alejandro Villalobos, MS***Gen Ed Adjunct*

Master of Science in Psychology, University of Phoenix

**Nina Walchko, MSN, BSN***Nursing Adjunct*

Master of Science in Nursing, University of Florida  
Bachelor of Science in Nursing, University of Florida

**Lisa Washington, MA***Gen Ed Adjunct*

Master of Arts in Sociology and Counseling Education Administration, North Carolina Central University  
Bachelor of Arts in Political Science, North Carolina Central University

**Laura Williams, MSN-L, RN***Nursing Faculty*

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

**Sara Woodby-Brown, MSN, BSN***Nursing Faculty*

Master of Science in Nursing: Family Nurse Practitioner, The George Washington University  
Bachelor of Science in Nursing, George Mason University

**Khristiayna Wright, MSN***Nursing Adjunct*

Master of Science in Nursing Informatics, Capella University  
Bachelor of Science in Nursing, Stratford University  
Bachelor of Science in Health Science, Coppin State University

**Chanel Zelaya, MSN, BSN***Nursing Adjunct*

Master of Science in Nursing, Family Nurse Practitioner, George Mason University  
Bachelor Science in Nursing, Georgetown University

**Staff****Christian Hawkins**

*Academic Records Manager*  
10+ years of experience

**Payton McGoldrick, MEd***Academic Support Coordinator*

Master of Education in Curriculum & Instruction, George Mason University  
Bachelor of Arts in English, George Mason University

**Vivianne Salgado, MS, MA***Student Achievement Coach*

Master of Science in Restorative Practices, International Institute of Restorative Practices  
Master of Arts in Spanish Language & Literature, University of Maryland

## Fort Lauderdale Campus

**Administration****Joshua Padron, EdD, MBA***Sr. Campus President*

Doctor of Education, Argosy University  
Master of Business Administration, University of Phoenix  
Bachelor of Arts, Palm Beach Atlantic University

**Jenny Lucy, DNP, MSN-Ed, RN PMHNP-BC, CNE***Dean of Nursing*

Doctor of Nursing Practice in Educational Leadership, Post University  
Master of Science in Nursing Management & Organizational Leadership, Post University

**Kelsey Scobee, MSN***Assistant Dean of Nursing*

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

**Jumana Lakdawala, MA***Dean of General Education*

Master of Arts in Education, American Intercontinental University  
Bachelor of Science in Homeopathic Medicine and Surgery, Lokmanya Medical College

**Christopher Butler, BBA***Director of Financial Aid*

Bachelor of Business Administration in Management, Florida International University

**Dwight Young-Sang***Executive Director of Enrollment Services*

Professional Certificate in Human Resource Management, Cornell University



## Faculty

### Lincy Acosta

*Nursing Adjunct*

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

### Carlos Alanya

*Nursing Adjunct*

Master of Science in Nursing, Florida International University

### Stephanie Anderson

*Nursing Adjunct*

Master of Science in Nursing, Nova Southeastern University  
Bachelor of Science in Nursing, Florida A&M University

### Rodh-Arlene Ambrose

*Nursing Adjunct*

Master of Science in Nursing Administration, Florida Atlantic University  
Bachelor of Science in Nursing, Barry University

### Courtney Armstrong, MSN

*Nursing Adjunct*

Master of Science in Nursing, Florida Atlantic University  
Bachelor of Science in Nursing, Florida Atlantic University

### Kaydene Bailey, MSN-Ed, RN

*Nursing Faculty*

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

### Stefanny Carrington, MSN, RN

*Nursing Faculty*

Master of Science in Nursing, Florida International University  
Bachelor of Science, Miami Dade College

### Winnifred Christie

*Nursing Adjunct*

Master of Science in Nursing, Chamberlain University

### Tanya Cohn, PhD

*Nursing Adjunct*

Doctor of Philosophy, Rush University  
Master of Education, Harvard University  
Bachelor of Arts in Psychology, Simmons University

### Sorin Cruceru

*Gen Ed Adjunct*

Doctor of Philosophy in Economics, University of Economics  
Certificate in Math Education-18 credits, Dowling College

### Shatonya Davis

*Nursing Adjunct*

Master of Science in Nursing, Chamberlain University  
Bachelor of Science in Nursing, Florida A&M University

### Mitzy Dawkins-Julien

*Nursing Adjunct*

Master of Science in Nursing, University of Phoenix  
Bachelor of Liberal Studies, Barry University  
Associate of Science in Nursing, Miami Dade College

### Samantha Etienne, RN

*Nursing Adjunct*

Master of Science in Nursing, South University  
Bachelor of Science in Nursing, Miami Dade College  
Associate of Science in Nursing, Miami Dade College

### Agnolite Florial

*Nursing Adjunct*

Master of Science in Nursing, Grand Canyon University

### Joycelyn Fleary

*Nursing Adjunct*

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

### Lurline Francis, DNP, MSN, RN

*Nursing Faculty*

Doctor of Nursing Practice, Nexus University  
Master of Science in Nursing, Nova Southeastern University  
Bachelor of Science in Nursing, Florida Atlantic University

### Maikel Gonzalez, MSN

*Nursing Adjunct*

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

### Martine Gordon, MSN

*Nursing Adjunct*

Master of Science in Nursing, Western Governor University  
Bachelor of Science in Nursing, St Thomas University

### Marguerite Grandison

*Gen Ed Adjunct*

Master of Public Health, University of Miami  
Bachelor of Science in Nursing, Capella University  
Bachelor of Science in Nutrition, New York University

### Davia Hersh

*Nursing Adjunct*

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

### Nikeria Hyles, MSN, RN

*Nursing Adjunct*

Master of Science in Nursing Leadership & Management, Western Governors University

### Maxine James-Francis

*Nursing Adjunct*

Master of Science in Nursing, University of Phoenix  
Doctor of Public Administration, Nova Southeastern University

### Ozkan Kesinkaya, MA, BA

*Gen Ed Adjunct*

Master of Arts, Rowan University  
Bachelor of Arts, Rowan University

### Malvin Leon, MSN, RN

*Nursing Lab Manager*

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

### Rolenda Leon

*Nursing Adjunct*

Master of Science in Nursing, University of Miami  
Bachelor of Science in Nursing, Barry University

### Tianah Levy

*Nursing Adjunct*

Master of Science in Nursing: Nursing Education, Capella University  
Bachelor of Science in Nursing, Chamberlain University

### Tiffany Llera-Lora

*Nursing Faculty*

Master of Science in Nursing, Florida Atlantic University  
Bachelor of Science in Nursing, Barry University

### Sandia Louissaint

*Nursing Adjunct*

Master of Science in Nursing, Chamberlain University

**Nelissa Lue Fount***Nursing Adjunct*Master of Science in Nursing,  
Grand Canyon University**Marvalyn Marsh***Nursing Adjunct*Master of Science in Nursing, Florida  
Atlantic University  
Bachelor of Science in Nursing, Florida  
Atlantic University**Antolin Maury, ARNP***Nursing Faculty*Doctor of Nursing Practice,  
University of Alabama  
Master of Science in Nursing,  
Advance Nurse Practitioner Adult,  
Florida International University  
Bachelor of Science in Nursing,  
Florida International University**Debbie-Ann McLean, MSN, RN***Nursing Adjunct*Master of Science in Nursing, Chamberlain  
University**Marvin Merrit***Gen Ed Adjunct*Doctor of Chiropractic,  
Life Chiropractic College  
Bachelor of Arts, Biology,  
William Penn College**Juliet Miller-Simpson, DNP, MSN, BSN***Nursing Adjunct*Doctor of Nursing Practice, Grand Canyon  
University  
Master of Science in Nursing, Western  
Governors University  
Bachelor of Science in Nursing, Western  
Governors University**Gabriel Mora, MSN, BBA***Nursing Adjunct*Master of Science in Nursing, Nova  
Southeastern University  
Bachelor of Business Administration, Florida  
International University  
Associate in Science, Broward College**Angie Myles, MSN, RN***Nursing Adjunct*Master of Science in Nursing, Chamberlain  
University**Alexis Oboh, MSN, RN***Nursing Adjunct*Master of Science in Nursing, Chamberlain  
University**Erica Ochoa***Nursing Adjunct*Doctor of Nursing Practice, University of  
Florida  
Master of Science in Nursing, University of  
Miami  
Bachelor of Science in Nursing, University  
of Florida**Penelope Pattalitan***Nursing Faculty*Doctor of Education,  
Nova Southeastern University  
Master of Science in Nursing,  
Barry University**Anastasia Razumovskiy, MS, BS***Gen Ed Adjunct/Student Achievement  
Manager*Master of Science in Psychology, Saint Leo  
University  
Bachelor of Science in Psychology,  
Chelyabinsk State University**Millicent Richards***Nursing Adjunct*Master of Science, Florida Atlantic  
University  
Bachelor of Science, University of Phoenix**Shelby Saint-Hillien***Nursing Adjunct*Doctor of Nursing Practice, Palm Beach  
Atlantic University  
Master of Science in Nursing, Palm Beach  
Atlantic University**Andres Salas, MSN, RN***Nursing Faculty*Master of Science in Nursing,  
Florida International University  
Bachelor of Science in Nursing,  
Barry University**Stacy-Ann Scott***Nursing Faculty*Master of Science in Nursing,  
Chamberlain University**Karen Scotti***General Ed Adjunct*Doctor of Chiropractic, New York  
Chiropractic College  
Master of Business Administration,  
University of Bridgeport**June Sheriff***Nursing Adjunct*Master of Science in Nursing,  
Chamberlain University  
Bachelor of Science in Nursing,  
Florida International University**Madan Singh, MS***Gen Ed Adjunct*

Master of Science, Long Island University

**Michael Sobel, JD, BA***Gen Ed Adjunct*Juris Doctorate, Western Michigan  
University Cooley Law School  
Bachelor of Arts in Psychology, University  
of Michigan**Maria Suarez, DNP, MSN, BSN***Nursing Adjunct*Doctor of Nursing Practice, Nova  
Southeastern University  
Master of Science in Nursing, Barry  
University  
Bachelor of Science in Nursing, Florida  
International University**Nicole Sylvain***Nursing Adjunct*Doctor of Nursing Practice,  
Grand Canyon University  
Master of Science in Nursing,  
Chamberlain University  
Bachelor of Science in Nursing,  
Chamberlain University**Rockkeisha Tomlin***Nursing Adjunct*Master of Science in Nursing, Capella  
University  
Bachelor of Science in Nursing, Capella  
University**Julia Vicente, PhD, RN***Nursing Faculty*Doctor of Philosophy in Nursing Education,  
Capella University  
Master of Science in Nursing, Walden  
University  
Bachelor of Science in Nursing, University  
of Phoenix**Carlene Wilfred, MSN, RN***Nursing Adjunct*Master of Science in Nursing,  
Chamberlain University**Orette Williams, MS***Gen Ed Adjunct*Master of Science in Chemistry, Florida  
Atlantic University  
Bachelor of Science in Biochemistry,  
University of the West Indies**Carmel White***Nursing Faculty*Master of Science in Nursing,  
St. Louis University  
Bachelor of Science in Nursing,  
The Ohio State University**Staff****Amy Cruz***Student Achievement Coach*Bachelor of Science in Psychology, Albizu  
University

**Priscilla Miller, AA***Academic Records Manager*

Associate of Arts, Brown Mackie College

**Nehemie Pierre, BA***Academic Records Coordinator*

Bachelor of Arts, University of Central Florida

**Jo Thomas***Academic Support Coordinator*

Doctor of Education in Higher Education Leadership, Nova Southeastern University

Master of Public Administration,

Florida Atlantic University

Bachelor of Arts in Communication,

Florida Atlantic University

## Fort Worth Campus

### Administration

**Mike Billar, MED***Campus President*

Master of Science in Education - Counseling,

Northern Arizona University

Bachelor of Science in Education, Northern

Arizona University

**Pam Andrews, MS***Executive Director of Enrollment Services*

Master of Science in Education, University of the Southwest

Bachelor of General Studies, Texas Christian

University

**Shalonda F. Wilson-Patterson, DNP, MSN, BSN, FNP-BC, CNE***Dean of Nursing*

Doctor of Nursing Practice, Georgetown University - DC

Master of Science in Nursing - Family Nurse

Practitioner, Saint Xavier University -

Chicago

Bachelor of Science in Nursing, Loyola

University - Chicago

### Faculty

**Mohammad Ahmad, MS,BS***Gen Ed Adjunct*

Master of Science in Biomedical Science

Non- Research, Philadelphia College of Osteopathic Medicine

Bachelor of Science in Biology, The

University of Texas at Arlington

**Steven Marantz, MBA, BA***Gen Ed Adjunct*

Master of Business Administration, Western New England College

Bachelor of Arts in Music,

Rutgers University-New Brunswick

**Nicole Stewart, PsyD***Gen Ed Adjunct*

Doctor of Psychology, Carlos Albizu

University

Master of Science in Psychology, Carlos

Albizu University

Bachelor of Arts in Psychology, Brandeis

University

## Greenville Campus

### Administration

**Jeremiah Scarbrough, BA***Senior Campus President*

Bachelor of Arts in History, University of

Florida

**Malia Davis, MSML***Executive Director of Enrollment Services*

Master of Science in Management &amp;

Leadership, Western Governors University

Bachelor of Arts in Psychology, University of South Carolina

Certificate of Leadership, Duke University

Corporate Education Group

**Elizabeth Murray, DNP, RN, MSHSA, BSH***Dean of Nursing*

Doctor of Nursing Practice, Capella

University

Master of Science in Health Services

Administration, California State University,

San Bernardino

Bachelor of Science in Health, Ohio

University

**Heather Hoyt, PhD***Dean of General Education*

Doctor of Philosophy in Psychology, Walden University

Post-Master Certificate in Higher Education

Leadership and Management, Walden

University

Master of Science in Psychology, Walden

University

Bachelor of Science in Psychology, Walden University

Associate of Arts in Business, Central

Carolina Technical College

**Ricardo Puello, BS***Regional Director of Financial Aid*

Bachelor of Science, DeVry University

### Faculty

**Jacob Alewine, MEd***Gen Ed Adjunct*

Master of Education, The Citadel

Master of Science, Ohio University

Bachelor of Science in Biology, Erskine

College

**Adam Bowman, PsyD, MA***Gen Ed Adjunct*

Doctor of Psychology, Touro University

Worldwide

Master of Arts in Conflict Resolution,

Antioch Midwest University

**Jordana Brown, MS, RDN, MSHE, NBC-HWC***Gen Ed Adjunct*

Master of Science in Nutrition and Food

Science, Wayne State University

Master of Science in Health Education,

Kaplan University

Bachelor of Science in Dietetics, Wayne

State University

**Takara Carter, MPR***Gen Ed Adjunct*

Master of Public Relations, Full Sail

University

Master of Arts in English &amp; Creative Writing,

Southern New Hampshire University

Bachelor of Arts in English, University of

Phoenix

**Kanesha Glenn, MS, PhD***Gen Ed Adjunct*

Doctor of Philosophy in Healthcare

Genetics, Clemson University

Master of Science in Biology, Clemson

University

Bachelor of Science in Biology, Winthrop

University

**Candace Gronek, DNP, RN, CMSRN, NPD-BC***Nursing Lab Manager*

Doctor of Nursing Practice, American

Sentinel College of Nursing &amp; Health

Sciences at Post University

Master of Science in Nursing, Chamberlain

College of Nursing

Bachelor of Science in Nursing, Chamberlain

College of Nursing

Associate Degree in Nursing, Greenville

Technical College

**Benjamin Hancock, MBS***Gen Ed Adjunct*

Master of Biomedical Sciences,

Geisinger Commonwealth School of

Medicine

Bachelor of Science in Biology, University of

South Carolina

**Kristen Hunt, EdD***Gen Ed Adjunct*

Doctor of Education in Community Care

and Counseling: Traumatology, Liberty

University

Master of Education in School Counseling,

Liberty University

Master of Arts in Teaching Elementary

Education, University of Phoenix

Bachelor of Science in Health Care, Lander

University

**Lynne Nelson, MEd***Gen Ed Adjunct*

Master of Education, Lesly University

**Kathy Pilger, EdD***Gen Ed Adjunct*

Doctor of Education in Curriculum & Instruction Secondary, Bob Jones University  
 Master of Arts in Mathematics, Eastern Illinois University

**Renee Rubner, MA***Gen Ed Adjunct*

Master of Arts in Educational Administration & Leadership, University of South Dakota  
 Bachelor of Science in Elementary Education, Charleston Southern University

**Erica Rucci, MSN***Gen Ed Adjunct*

Master of Science in Nursing, University of South Carolina, Upstate  
 Bachelor of Science in Nursing, University of South Carolina, Upstate  
 Associate in Applied Sciences, Greenville Technical College

**Manav Shah, MBS***Gen Ed Adjunct*

Master of Biomedical Sciences, Duke University School of Medicine  
 Bachelor of Science in Biomedical Sciences, Clemson University

**Tammy Steele, PhD, MSN, BSN, RN***Nursing Faculty*

Doctor of Philosophy in Nursing Education, Capella University  
 Master of Science in Nursing Informatics, University of Utah  
 Bachelor of Science in Nursing, Weber State University  
 Associate of Science in Nursing, Weber State College

**Brenda Tanner, MSN-Ed, RN***Nursing Faculty*

Master of Science in Nursing Education, Old Dominion University

**Jessica Wardlaw, MEd***Gen Ed Adjunct*

Master of Education, University of South Carolina, Upstate  
 Master of Arts in Teaching - Secondary Education - Biology, Converse College  
 Bachelor of Science in Biology, University of South Carolina

**Kelli West, MBA, MSN***Nursing Adjunct*

Master of Business Administration, Capella University  
 Master of Science in Nursing, Walden University  
 Bachelor of Science in Nursing, The Ohio State University

**Staff****Kristie Ditlevsen***Academic Records Manager***Elaina Lang, MSW, LMSW***Student Achievement Coach*

Master of Social Work, Western Carolina University

**Hartford Campus****Administration****Robert DeFinis, EdD***Senior Campus President*

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

**Amanda Bell, DNP, MSN, BSN***Dean of Nursing*

Doctor of Nursing Practice, Grand Canyon University  
 Master of Science in Nursing, University of Saint Joseph  
 Bachelor of Science in Nursing, University of Saint Joseph

**Tamara Mitchell-Davis, MBA, BS***Dean of General Education*

Master of Business Administration, University of Phoenix  
 Bachelor of Science in Business Management, University of Phoenix

**Catherine Leary, DNP, MSN, BSN***Assistant Dean of Nursing*

Doctor of Nursing Practice, University of Connecticut  
 Master of Science in Nursing, University of Hartford  
 Bachelor of Science in Nursing, University of Connecticut

**Kevin Serra, PhD***Assistant Dean of General Education*

PhD in Biology, Wesleyan University  
 Bachelor of Science in Molecular and Cell Biology, University of Connecticut

**Catherine Sanchez Murnan***Director of Financial Aid***Lauren DiSanto, MS***Executive Director of Enrollment Services*

Master of Science in Secondary Education, University of Bridgeport  
 Bachelor of Arts in Mathematics, Central Connecticut State University

**Faculty****Affrin Ahmed, MS, MA, BS***Gen Ed Adjunct*

Master of Science in Biomedical Science, University of Connecticut  
 Master of Science in Applied Genomics, University of Connecticut  
 Master of Arts in Biomolecular Sciences, Central Connecticut State University  
 Bachelor of Science in Biomolecular Sciences, Central Connecticut State University

**Florence Ampadu-Adjei, MSN, BSN***Nursing Adjunct*

Master of Science in Nursing: Nursing Education, American International College  
 Bachelor of Science in Nursing, American International College

**Renee Antonio, MSN***Nursing Adjunct*

Master of Science in Nursing, Southern Connecticut State University

**Milagros Baez, MSN, BSN***Nursing Adjunct*

Master of Science in Nursing, University of Hartford  
 Bachelor of Science in Nursing, University of Hartford

**Monica Banici, MA, BS***Gen Ed Adjunct*

Master of Arts in Chemistry, City University of New York  
 Bachelor of Science in Chemistry, University of Bucharest

**Amy Baxley, PhD, MEd, BGS***Gen Ed Adjunct*

Doctor of Philosophy in Higher Education Administration, Liberty University  
 Master of Science in Education, Indiana University  
 Bachelor of General Studies, Indiana University

**Staci Beamon, MSN, BSN***Nursing Adjunct*

Master of Science in Nursing, Sacred Heart University  
 Bachelor of Science in Nursing, Southern Connecticut State University



**Jeffrey Benoit, MSN, RN***Gen Ed/Nursing Adjunct*

Master of Science in Nursing: Advanced Practice Nursing Education, University of Massachusetts

Bachelor of Science in Nursing, American International College

**Ashley Brown, MSN, BSN***Nursing Adjunct*

Master of Science in Nursing, Western Governors University

Bachelor of Science in Nursing, Western Governors University

**Amanda Burkhart, MA, BS***Gen Ed Adjunct*

Master of Arts in Applied Behavior Analysis, Ball State University

Bachelor of Science in Psychology, Wheeling University

**Taylor Carducci, MSN***Nursing Adjunct*

Master of Science in Nursing, American Sentinel College of Nursing & Health Sciences

Bachelor of Science in Nursing, Fairfield University

Bachelor of Science in Health Sciences, Western New England University

**Meghan Chasse, MSN, BSN***Nursing Lab Manager*

Master of Science in Nursing, University of Hartford

Bachelor of Science in Nursing, University of Saint Joseph

**Shahida Chaudhary, MSN***Nursing Faculty*

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

Bachelor of Science in Nursing, Capella University

**Marylou Colangelo, MSN, BSN***Nursing Adjunct*

Master of Science in Nursing Education, Chamberlain University

Bachelor of Science in Nursing, University of Hartford

**Chaunte Cousley-Hewitt, MS, BS***Gen Ed Faculty*

Master of Science in Molecular Cell Biology, Quinnipiac University

Bachelor of Science in Biology, Quinnipiac University

**Khyati Dalal, MSN, BSN, BS***Nursing Adjunct*

Master of Science in Nursing, University of Saint Joseph

Bachelor of Science in Nursing, University of Connecticut

Bachelor of Science: Allied Health Sciences, University of Connecticut

**Meghan Dibble, MSN***Nursing Faculty*

Master of Science in Nursing, University of Hartford

Bachelor of Science in Nursing, University of Connecticut

**Kieutien Doughman, MSN, BSN***Nursing Adjunct*

Master of Science in Nursing, University of Hartford

Bachelor of Science in Nursing, University of Connecticut

**Tyler Driscoll, MSN***Nursing Faculty*

Master of Science in Nursing, University of Connecticut

Bachelor of Science in Nursing, University of Connecticut

Bachelor of Arts in Political Science, University of Connecticut

**Donna Dubay, MSN, BSN***Nursing Faculty*

Master of Science in Nursing, Capella University

Bachelor of Science in Nursing, Capella University

**Andrea Dugas, MSN***Nursing Adjunct*

Master of Science in Nursing - Family Nurse Practitioner, Southern Connecticut State University

Bachelor of Science in Nursing, Central Connecticut State University

**Delia Foran, MSN, BSN***Nursing Adjunct*

Master of Science in Nursing, University of Saint Joseph

Bachelor of Science in Nursing, Mount Saint Mary College

**Dayna Gambino, MSN, BSN***Nursing Adjunct*

Master of Science in Nursing, University of Saint Joseph

Bachelor of Science in Nursing, University of Saint Joseph

**Joni Gaynor, MA, BA***Gen Ed Adjunct*

Master of Arts in Psychology, California State University, Fullerton

Bachelor of Arts in Psychology, University of California, Irvine

**Brian Gomes, MSN, BSN***Nursing Adjunct*

Master of Science in Nursing, University of Saint Joseph

Bachelor of Science in Nursing, University of Connecticut

**Chanda Gonzalez, MS***Gen Ed Adjunct*

Master of Science in Public Health, Goodwin College

Bachelor of Arts in Sociology, Southern Connecticut State University

Associates of Social Science, Middlesex Community College

**Haleigh Gonzalez, MSN-Ed***Nursing Adjunct*

Master of Science in Nursing Education, Western Governors University

Bachelor of Science in Nursing, Southern Connecticut State University

Bachelor of Science in Allied Health Sciences, University of Connecticut

**Alicerene Gumbs, EdD***Nursing Adjunct*

Doctor of Education in Nursing Education, National University

Master of Science in Nursing, Regis University

Bachelor of Science in Nursing, Western Connecticut State University

**Richmond Gyamfi, MA***Gen Ed Adjunct*

Master of Arts in Mathematics, Central Connecticut State University

**Kathy Heim, MSN***Nursing Adjunct*

Master of Science in Nursing, University of Phoenix

**Soralid Heredia, MSN***Nursing Adjunct*

Master of Science in Nursing, University of Saint Joseph

Bachelor of Science in Nursing, University of Rhode Island

Associate of Science in Nursing, Capital Community College

**Joseph Hertz, DPM***Gen Ed Adjunct*

Doctor of Podiatric Medicine, Rosalind Franklin University  
Bachelor of Science in Biology, State University of New York at Albany

**Chinedu Ibemadu, MSN, BSN***Nursing Adjunct*

Master of Science in Nursing, University of Saint Joseph  
Bachelor of Science in Nursing, Fairfield University

**Kassidi Jones, PhD***GenEd Adjunct*

Doctor of Philosophy in African American Studies, Yale University  
Master of Arts in African American studies , Yale University  
Bachelor of Arts in African studies & English, University of Pennsylvania

**Nicola Joseph, MSN***Nursing Adjunct*

Master of Science in Nursing, Western Governors University  
Bachelor of Science in Nursing , University of Belize

**Clarencia Lawrence, MSN***Nursing Adjunct*

Master of Science in Nursing, University of Hartford  
Bachelor of Science in Nursing, Bay Path University  
Associate of Science in Nursing, Capital Community University

**Rebecca Lartigue, PhD, MA, BA***Gen Ed Adjunct*

Doctor of Philosophy in English, University of Illinois Urbana - Champaign  
Master of Arts in English, University of Illinois Urbana - Champaign  
Bachelor of Arts in English, Louisiana State University A&M College

**Bryanna Lopes, MSN***Nursing Adjunct*

Master of Science in Nursing, Sacred Heart University  
Bachelor of Science in Nursing , Massachusetts College of Pharmacy Health and Science

**Emily Luna, MSN***Nursing Adjunct*

Master of Science in Nursing, Sacred Heart University  
Bachelor of Science in Nursing , University of Saint Joseph

**Michelle Maduex , MSN-Ed,CNE, BSN, RN***Nursing Faculty*

Master of Science in Nursing, Western Governors University  
Bachelor of Science in Nursing, University of Maryland, Baltimore  
Bachelor of Arts in Biological Science/ Psychology, University of Maryland, Baltimore

**Jennifer Maher, MSN, BSN***Nursing Adjunct*

Master of Science in Nursing, Sacred Heart University  
Bachelor of Science in Nursing, Sacred Heart University

**Sue Martin, MSN***Nursing Adjunct*

Master of Science in Nursing, University of Hartford  
Bachelor of Science in Nursing, Sacred Heart University  
Associate of Science in Nursing, Holyoke Community College

**Breanna Medina, MSN-Ed, BSN***Nursing Faculty*

Master of Science in Nursing: Nursing Education, Chamberlain University  
Bachelor of Science in Nursing, Chamberlain University  
Associate Degree in Nursing, Naugatuck Valley Community College

**Emily Mendez, MSN, BSN***Nursing Adjunct*

Master of Science in Nursing, American International College  
Bachelor of Science in Nursing, University of Massachusetts Amherst

**Angela Miller, MS***Gen Ed Adjunct*

Master of Science in Mathematics, Central Connecticut State University  
Bachelor of Science in Mathematics, Palm Beach Atlantic College

**Hannah Monahan, MS, BA***Gen Ed Faculty*

Master of Science in Microbiology, University of Connecticut  
Master of Science in Cellular and Molecular Biology, University of New Haven  
Bachelor of Arts in English, Saint Olaf College

**Madeline Mondo, MSN***Nursing Adjunct*

Master of Science in Nursing - Family Nurse Practitioner, Post University  
Bachelor of Science in Nursing, Central Connecticut State University

**Jeana Monteriro, DNP***Nursing Adjunct*

Doctor of Nursing Practice - Family Nurse Practitioner, Fairfield University  
Bachelor of Science in Nursing, Southern New Hampshire University  
Associate of Science in Nursing, Naugatuck Valley Community College

**Hannah Monahan, MS, BA***Gen Ed Adjunct*

Master of Science in Microbiology, University of Connecticut  
Master of Science in Cellular and Molecular Biology, University of New Haven  
Bachelor of Arts in English, Saint Olaf College

**Izabela Morton, MSN, BSN, RN***Nursing Adjunct*

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

**Violet Moses, MSN, BSN***Nursing Adjunct*

Master of Science in Nursing, College of Our Lady of the Elms  
Bachelor of Science in Nursing, American International College

**Erin Mulready, MSN, BSN, BS***Nursing Faculty*

Master of Science in Psychiatric Mental Health Nurse Practitioner, Massachusetts College of Pharmacy and Health Science  
Bachelor of Science in Nursing, The University of Tennessee Southern  
Bachelor of Science in Health Science, Boston University

**Jennifer Napoli, MSN***Nursing Adjunct*

Master of Science in Nursing, Sacred Heart University  
Bachelor of Science in Nursing, The University of Saint Mary  
Associate of Science in Nursing, Capital Community College

**Tinsea Nelson, DNP***Nursing Adjunct*

Doctor of Nursing Practice, Bay Path University  
Bachelor of Science in Nursing, College of Mount Saint Vincent

**Elizabeth Normand, DNP, MSN***Nursing Faculty*

Doctor of Nursing Practice, Quinnipiac University  
Master of Science in Nursing, Southern Connecticut State University

**Corinne O'Toole, MSN, BSN***Nursing Adjunct*

Master of Science in Nursing, Jacksonville University

Bachelor of Science in Nursing, Sacred Heart University

**Bernadette Paul, PhD, MFCS***Gen Ed Adjunct*

Doctor of Philosophy in Public Health, Walden University

Master of Family and Consumer Sciences in Food and Nutrition, Bowling Green State University

**Jonathan Pelto, MPS, BA***Gen Ed Adjunct*

Master of Professional Studies in Strategic Public Relations, The George Washington University

Bachelor of Arts in Individualized Public Policy, University of Connecticut

**Monica Perez, MSN, BSN***Nursing Adjunct*

Master of Science in Nursing, Central Connecticut State University

Bachelor of Science in Nursing, University of Saint Joseph

**Suzette Phillips, MSN***Nursing Adjunct*

Master of Science in Nursing, South University

Bachelor of Science in Nursing, The University of Arlington

Associate of Science in Nursing, Capital Community College

**Sharmelle Pittmon, DCN-C, MS, BSBA***Gen Ed Adjunct*

Master of Science in Nutrition & Integrative Health,

Maryland University of Integrative Health  
Bachelor of Science in Business Administration, Colorado Technical University

**Marie Pokraka, MSN***Nursing Adjunct*

Master of Science in Nursing Administration, George Mason University

Bachelor of Science in Nursing, New York University

Associate of Arts in Education, Community College of Rhode Island

**Sherry Ray, EdD, MSN, BSN***Nursing Faculty*

Doctor of Education, Walden University

Master of Science in Nursing, Grand Canyon University

Bachelor of Science in Nursing, University of Phoenix

**Erica Rizzo, DNP, MSN-Ed, BSN***Nursing Faculty*

Doctor of Nursing Practice - Healthcare Systems Leadership, Chamberlain University

Master of Science in Nursing: Nursing Education, Sacred Heart University

Bachelor of Science in Nursing, Southern Connecticut State University

Diploma in Nursing, Bridgeport Hospital School of Nursing

**Martha Rivera, MSN***Nursing Adjunct*

Master of Science in Nursing, University of Hartford

**Aitza Rodriguez, MS, BS***Gen Ed Adjunct*

Master of Science in Biology & Molecular Biotechnology, Inter American University of Puerto Rico

Bachelor of Science in Biology, University of Puerto Rico

**Michelle Rosado, MSN***Nursing Adjunct*

Master of Science in Nursing, Purdue University Global

Bachelor of Science in Nursing, Purdue University Global

Associate of Science in Nursing, Dutchess Community College

**Liliani Rosa-Marasiotis, MSN-Ed***Nursing Adjunct*

Master of Science in Nursing Education, Capella University

Bachelor of Science in Nursing, University of Hartford

Associate of Science in Nursing, Capital Community College

**Cassandra Rozanski, MSN***Nursing Adjunct*

Master of Science in Nursing, Western Governors University

Bachelor of Science in Nursing, University of Louisiana

Bachelor of Arts in Criminology, Central Connecticut State University

Associate of Science in Nursing, Goodwin College

**Hannah Schultz, MSN, BSN***Nursing Adjunct*

Master of Science in Nursing Education, Chamberlain University

Bachelor of Science in Nursing, Stevenson University

**Kathryn Sellers, MS, BA***Gen Ed Adjunct*

Master of Science in Psychology, Auburn University at Montgomery

Bachelor of Arts in Psychology, University of Montevallo

**Shadana Smith-Grant, MSN***Nursing Adjunct*

Master of Science in Nursing, University of Saint Joseph

Bachelor of Science in Nursing, University of Saint Joseph

**Carlos Soltero, MSIR, MBA, BSCIS***Gen Ed Adjunct*

Master of Science in International Relations, Troy University

Bachelor of Science in Business Administration, Florida Southern College

**Abena Somuah, PMHNP, MSN, BSN***Nursing Adjunct*

Master of Science in Nursing - PMHNP, Walden University

Bachelor of Science in Nursing, Western Connecticut State University

**Claire Spencer, PMHNP, MSN, BSN***Nursing Adjunct*

Master of Science in Nursing - PMHNP, Frontier Nursing University

Bachelor of Science in Nursing, Quinnipiac University

**Lexus Tabshey, MSN-PMHNP***Nursing Adjunct*

Master of Science in Psychiatric-Mental Health Nurse Practitioner, University of Saint Joseph

Bachelor of Arts in Psychological Science, Central Connecticut State University

Associate of Science in Nursing, Goodwin College

**Armani Tshwaranang, MSN, BSN***Nursing Adjunct*

Master of Science in Nursing, Western Governors University

Bachelor of Science in Nursing, University of Bridgeport

**Anne Wheeler, PhD, MFA***Gen Ed Adjunct*

Doctor of Philosophy in English, University of Wisconsin

Master of Fine Arts in Creative Writing, Emerson College

## Staff

### **Renea DaCosta, MS, BA**

*Academic Records Manager*

Master of Science in Sociology, Southern Connecticut State University  
Bachelor of Arts in Psychology, Southern Connecticut State University

### **Jennifer Joseph, MA**

*Student Achievement Manager*

Master of Arts in Education, Louisiana State University  
Bachelor of Science in Community Health Education, CUNY-York College

### **Syreeta Rawlings, BA**

*Academic Support Coordinator*

Bachelor of Arts in Psychology, Hofstra University

### **Kira Svirskiy, MSED, BA**

*Academic Records Coordinator*

Master of Science in Education, The College of Saint Rose  
Bachelor of Arts in English, UMASS Amherst

### **Dwayne Thomas, BS**

*Student Achievement Coach*

Bachelor of Science in Sports Science, Long Island University

## Las Vegas Campus

### Administration

### **Catherine Chege, PhD, MBA, MRHM**

*Campus President*

Doctor of Philosophy in Leadership & Change, Antioch University  
Master of Business Administration in Marketing and International Business, Keller Graduate School of Management  
Master of Arts in Human Resource Management, Keller Graduate School of Management

### **Kiersten Garcia, BBA**

*Executive Director of Enrollment Services*

Bachelor in Business Administration, Brandman University

### **Michelle Palaroan, EdD**

*Dean of General Education*

Doctor of Education, University of Phoenix  
Master of Arts in Physical Education, Minnesota State University, Mankato  
Bachelor of Science in Pre-Med, University of Nevada - Reno

### **Lakeesha Lee, MSN, BSN**

*Assistant Dean of Nursing*

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

### **Rachel Miller, MA**

*Assistant Dean of General Education*

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

### **Jacqueline O'Bryen, MSN-Ed, RN**

*Assistant Dean of Nursing*

Master of Science in Nursing: Nursing Education, Western Governors University  
Bachelor of Science in Nursing, Minnesota State University  
Associate of Science in Nursing, Inver Hills Community College

### **Susan Scott, MSN, BSN, RN**

*Assistant Dean of Nursing*

Master of Science in Nursing: Nursing Education, Walden University  
Bachelor of Science in Nursing, University of Nevada, Las Vegas

## Faculty

### **Aaron Allen, MA**

*Gen Ed Adjunct*

Master of Fine Arts- Creative writing, Southern New Hampshire University

### **Catherine Amitrano, DNP, MS, BSN**

*Gen Ed Adjunct*

Doctor of Nursing Practice, Liberty University  
Master of Science in Neg-Parent/Child Neg, Russell Sage College  
Bachelor of Science in Nursing, Russell Sage College

### **Matabe Arrey, MSN, BSN**

*Nursing Faculty*

Master of Science in Nursing, PMHNP, Charles R. Drew University of Medicine and Science  
Bachelor of Science in Nursing, Chamberlain College of Nursing

### **Ricardo Asuncion, DNP, MSN, BSN**

*Nursing Faculty*

Doctor of Nursing Practice, Aspen University  
Master of Science in Nursing - Family Nurse Practitioner, Chamberlain University  
Bachelor of Science in Nursing, De La Salle University

### **Stephanie (Nicky) Battle, MSN**

*Nursing Faculty*

Master of Science in Nursing, University of South Florida  
Associated of Applied Science in Nursing, Cape Fear Community College

### **Cody Blowers, EdD**

*Nursing Faculty*

Doctor of Education in Leadership and Management, Capella University  
Master of Science in Nursing, University of St. Francis  
Bachelor of Science in Health Science, TUI University

### **Kalena Brooks, MSN, BSN**

*Nursing Adjunct*

Master of Science in Nursing, Herzing University  
Bachelor of Science in Nursing, Arizona College of Nursing

### **Stephanie Bryson**

*Nursing Adjunct*

Master of Science in Nursing, Grand Canyon University  
Master of Health Administration, University of Phoenix  
Bachelor of Science in Nursing, University of Phoenix

### **Trisha Ann Butler, MBA, BA, BSN, RN**

*Nursing Faculty*

Master of Business Administration Healthcare Concentration, Bellevue University  
Bachelor of Science in Nursing, Creighton University  
Bachelor of Arts in Psychology, Doane College

### **Eliedonna Cacao-Flores, PhD, MS, BS**

*Gen Ed Faculty*

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

### **Glenia Cantal-Gania, MSN**

*Nursing Adjunct*

Master of Science in Nursing, Family Nurse Practitioner, University of Phoenix

### **Josephine Castillo, MSN, RN, C-EFM**

*Nursing Adjunct*

Master of Science in Nursing Education Leadership, Galen College of Nursing  
Bachelor of Science in Nursing, Arizona College of Nursing  
Bachelor of Science in Kinesiology, CSU Monterey Bay



**Fritz Cozada, MSN***Nursing Adjunct*

Master of Science in Nursing,  
Grand Canyon University

**Monina Deang, MA***Gen Ed Adjunct*

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

**Tabatha DeGreif, MSN***Nursing Adjunct*

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

**Lynn DeSpain, EdD, MA, BA***Gen Ed Adjunct*

Doctor of Education in Educational  
Leadership, University of Phoenix  
Master of Arts in Writing, Regis University  
Master of Education in Adult Education,  
Pennsylvania State University  
Bachelors of Arts in English, University of  
Nevada, Las Vegas

**Joseph Doherty, MSN, BSN***Nursing Faculty*

Master of Science in Nursing,  
Southern New Hampshire University  
Bachelor of Science in Nursing,  
Salem State University

**Sotodeh Ebrahimi, MS, BS***Gen Ed Adjunct*

Master of Science in Biological Sciences,  
University of Nevada, Las Vegas  
Bachelor of Science in Biological Sciences,  
University of Nevada, Las Vegas

**Karen Edwards, MSN, BSN***Nursing Adjunct*

Master of Science in Nursing, Parent-  
Child Clinical, California State University,  
Dominguez Hills  
Bachelor of Science in Nursing, California  
State University, Dominguez Hills

**Calaiselvy Elumalai, DNP, MSN, MHA, RN***Nursing Adjunct*

Doctor of Nursing Practice, Touro University  
Master of Science in Nursing & Health Care  
Administration, University of Phoenix

**Shakalee Exantus, MSN, RN***Nursing Adjunct*

Master of Science in Nursing, Grand Canyon  
University  
Master of Science in Leadership  
Management, Grand Canyon University

**Evelyn Fitzgerald***Nursing Faculty*

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

**Cynthia Flynn, MSN, RN, BSN***Nursing Faculty*

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

**William Fouts, MS***Gen Ed Adjunct*

Master of Science, California State  
University-Long Beach  
Bachelor of Science, California State  
University-Long Beach

**Kenny Garcia-Pabon, MS, BS***Gen Ed Adjunct*

Master of Science in Medical Sciences,  
Ponce Health Sciences University  
Bachelor of Science in Interdisciplinary  
Studies, University of Puerto Rico

**Melody Glission, MSN***Nursing Faculty*

Master of Science in Nursing, United States  
University

**Chensia Grayson, MSN, BSN***Nursing Adjunct*

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

**Joshua Greenwood, PhD, MS, BS***Gen Ed Faculty*

Doctor of Philosophy in Biology,  
University of Nevada, Las Vegas  
Master of Science in Biotechnology,  
West Virginia State University  
Bachelor of Science in Biology,  
West Virginia State University

**Charity Harvey, MS, BA***Gen Ed Adjunct*

Master of Science in School Guidance  
Counseling, Nova Southeastern University  
Post Bac Certificate in Clinical Psychology,  
Fielding Graduate University  
Bachelor of Arts in Psychology,  
University of North Florida

**Kelly Henderson, MSN***Nursing Faculty*

Master of Science in Nursing: Nursing  
Education, Saint Joseph College of Maine  
Bachelor of Science in Nursing,  
Sienna Heights University

**Ronald Allan J. Ilano, MSN, BSN, RN***Nursing Adjunct*

Master of Science in Nursing: Nursing  
Education, Grand Canyon University  
Bachelor of Science in Nursing - De La Salle  
Medical and Health Sciences Institute

**Jennifer Inocencio, MSN, BSN***Nursing Adjunct*

Master of Science in Nursing, University of  
Hawaii, Hilo  
Bachelor of Science in Nursing, University  
of Hawaii, Hilo

**Ulaunda Ivy, MEd***Gen Ed Adjunct*

Master of Education in Counselor Education,  
University of Mississippi  
Master of Science in Continuing Education,  
The University of West Alabama

**Sahrish Javed, MSN, BSN***Nursing Faculty*

Master of Science - Family Practitioner  
Primary care, Purdue University Global  
Bachelor of Science of Nursing, University  
of Illinois Chicago

**Christina Larson, MSN***Nursing Faculty*

Master of Science in Nursing, Capella  
University

**Cynthia Lasenby***Nursing Faculty*

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

**Ashley Lee, DNP, MSN, BSN***Nursing Faculty*

Doctor of Nursing Practice, Capella  
University  
Master of Science in Nursing Leadership and  
Administration, Capella University  
Bachelor of Science in Nursing, University  
of Nevada

**Joseph Lee, MS***Gen Ed Adjunct*

Master of Science in Biochemistry,  
University of British Columbia, Canada

**Ethel Leon, MSN, BSN***Nursing Adjunct*

Master of Science in Nursing Education,  
University of Las Vegas  
Bachelor of Science in Nursing,  
Nevada State College

**Maria Lipscomb***Nursing Adjunct*

Master of Science in Nursing,  
Touro University  
Bachelor of Science in Nursing,  
Regis University

**Christy LoPiccolo, MSN, BSN***Nursing Faculty*

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

**Christopher Lorenzini, MS, BS***Gen Ed Adjunct*

Master of Science, Mathematical &  
Computer Science, Colorado School of  
Mines  
Bachelor of Science, Chemical Engineering,  
Colorado School of Mines

**Nadia Luna, SNP, APRN, PMHNP-BC, CNE***Nursing Adjunct*

Doctor of Nursing Practice,  
Duke University  
Post-Master's Certificate, Psychiatric-  
Mental Health Nurse Practitioner, Vanderbilt  
University  
Master of Science in Nursing, Purdue Global  
Bachelor of Science in Nursing, University of  
Southern California

**Jeanne Marsala, MSN, BSN***Nursing Adjunct*

Master of Science in Nursing, Western  
Governors University  
Bachelor of Science in Nursing, Nevada  
State University

**Allison Martinez, MSN, BSN***Nursing Adjunct*

Master of Science in Nursing Education,  
Western Governors University  
Bachelor of Science in Nursing, Western  
Governors University

**Regina Mcferren, MSN***Nursing Adjunct*

Master of Science in Nursing, University of  
Phoenix

**Mariessa Mesa, MA, BA***Gen Ed Adjunct*

Master of Arts, Educational Leadership &  
Policy, The University of Michigan  
Bachelor of Arts in English - Language Arts,  
University of North Texas

**Jennifer Meyer, MSN, BSN***Nursing Faculty*

Master of Science in Nursing Leadership  
in Health Care Systems, Grand Canyon  
University  
Bachelor of Science in Nursing Science,  
University of Alaska Anchorage

**Antoinette Mitchelle, MSN, BSN***Nursing Adjunct*

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

**Keith Monsay***Nursing Adjunct*

Master of Science in Nursing, Acute Care  
NP/Adult Gerontology, Grand Canyon  
University  
Bachelor of Science in Nursing,  
Grand Canyon University

**Melodie Ann Nutter, MSN, BSN, RN***Nursing Faculty*

Master of Science in Nursing,  
Michigan State University  
Bachelor of Science in Nursing,  
Spring Arbor University

**Christopher Olah, MSN***Nursing Faculty*

Master of Science in Nursing, Grand Canyon  
University

**Kikelomo Omotoso, PhD, MSN, APRN, WHNP, BC***Nursing Faculty*

Doctor of Philosophy in Public Health &  
Community, Walden University  
Master of Science of Nursing,  
Drexel University  
Bachelor of Science in Nursing, Walden  
University

**John O'Reilly, MD***Gen Ed Adjunct*

Doctor of Medicine, Tulane University  
School of Medical  
Master of Health Science, Yale University  
Master of Public Health and Topical  
Medicine, Tulane University  
Bachelor of Science in Biological Sciences,  
Cornell University

**Charmaine Panewicz, MSN, BSN***Nursing Faculty*

Master of Science in Nursing - Leadership  
& Management, Western Governors  
University  
Bachelor of Science in Nursing, Western  
Governors University

**Olivia Porter, MA, BA***Gen Ed Adjunct*

Master of Arts in Liberal Studies, Hamline  
University  
Bachelor of Arts, Augsburg University

**Lacy Puttuck, MS, BS***Gen Ed Adjunct*

Master of Science, Sports Performance &  
Training, Concordia University Chicago  
Bachelor of Science, Kinesiological Science,  
University of Nevada, Las Vegas  
Bachelor of Science in Nutrition Science,  
University of Nevada, Las Vegas

**Allan Reucas***Nursing Adjunct*

Master of Science in Nursing,  
Western Governors University  
Bachelor of Science in Nursing,  
Chamberlain University

**Krystal Rivera***Nursing Adjunct*

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

**Nathan Robinson***Nursing Adjunct*

Master of Science in Nursing,  
Walden University

**Justine Rykhus, MSN, BSN, RN***Nursing Adjunct*

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

**Carminia Salvacion, MSN, BSN***Nursing Adjunct*

Master of Science in Nursing, University of  
Nevada, Reno  
Bachelor of Science in Nursing, University  
of Las Vegas

**Nanette See, MSN, RN***Nursing Adjunct*

Master of Science in Nursing Leadership &  
Healthcare Systems,  
Grand Canyon University  
Bachelor of Science in Nursing, University of  
Pangasinan, Philippines

**Shyam Seetharaman, PhD, MA***Gen Ed Adjunct*

Doctor of Philosophy in Psychology,  
University of South Florida  
Master of Arts in Psychology, University of  
South Florida

**Delfina Simpson, MSN, BSN***Nursing Adjunct*

Master of Science in Nursing, Adult/  
Gerontology Primary Care Nurse  
Practitioner, Maryville University  
Bachelor of Science in Nursing,  
Roseman University of Health Sciences

**Michelle Singleton, MS, BS***Gen Ed Adjunct*

Master of Science in Food & Nutrition,  
Southern Illinois University  
Bachelor of Science in Nutrition & Dietetics,  
Northern Illinois University

**Michael Sobel, JD, BA***Gen Ed Adjunct*

Juris Doctorate, Western Michigan  
University Cooley Law School  
Bachelor of Arts in Psychology, University  
of Michigan

**Terry Stanley, MSN, MHA, BSN, RN***Nursing Adjunct*

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

**Elise Sterritt, MSN, BSN***Nursing Adjunct*

Master of Science in Nursing, Olivet  
Nazarene University  
Bachelor of Science in Nursing, Rockford  
College

**Debra (Debby) K. Storey, MSN, BSN***Nursing Faculty*

Master of Science in Nursing & Health Care  
Administration, George Mason University  
Bachelor of Science in Nursing,  
Iowa Wesleyan University

**Cai Tao, MS, BS***Gen Ed Adjunct*

Master of Science in Biology,  
Minnesota State University, Mankato  
Bachelor of Science in Biology,  
University of Nevada, Las Vegas

**Leah Tapia-Nicholes, MSN, BSN***Nursing Adjunct*

Master of Science in Nursing, Touro  
University Nevada  
Bachelor of Science in Nursing, Grand  
Canyon University

**Marianne Tejada, DNP***Nursing Faculty*

Doctor of Nursing Practice, Western  
University of Health Sciences  
Master of Science in Nursing, California  
State University -Fullerton

**Rebecca Telford, MSN, BSN***Nursing Faculty*

Master of Science Nursing, Touro University  
Nevada  
Bachelor of Science in Nursing, Roseman  
University of Health Sciences

**Trina Thompson, MSN, BSN***Nursing Adjunct*

Master of Science in Nursing, South  
University  
Bachelor of Science in Nursing,  
Chamberlain University

**Maria Carolnina Tiu, MSN-Ed***Nursing Adjunct*

Master of Science in Nursing Education,  
Western Governors University  
Bachelor of Science in Nursing, University of  
Nevada, Las Vegas

**Sara Trovatore, MSW, MAT, BA***Gen Ed Adjunct*

Master of Social Work, Indiana University  
South Bend  
Master of Arts in Teaching, Bethel University  
Bachelor of Arts in Psychology, Bethel  
University

**Mary Valdez, MEd, BA***Gen Ed Adjunct*

Master of Education, Chaminade University  
of Honolulu  
Bachelor of Arts in English, Chaminade  
University of Honolulu

**Robert Vaughn, PhD, MS, MA, BA***Gen Ed Faculty*

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

Bachelor of Arts in Physics, University of  
Kansas

**Dyanne Wagner, MSN, BSN***Nursing Adjunct*

Masters of Science in Nursing, University of  
Texas at Tyler  
Bachelor of Science in Nursing, Nevada  
State University

**Justine Weaver, MSN,BSN***Nursing Faculty*

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

**Evette Wilson, DNP, RN***Nursing Adjunct*

Doctor of Nursing Practice, University of  
Nevada, Las Vegas  
Master of Science in Nursing, University of  
Phoenix  
Bachelor of Science in Nursing, University of  
South Carolina, Spartanburg Campus  
Associate of Science in Technical Nursing,  
University of South Carolina, Spartanburg  
Campus

**Christopher Witt, DPT***Gen Ed Adjunct*

Doctor of Physical Therapy, A.T. Still  
University of Health Sciences  
Bachelor of Science, Grand Canyon  
University

**Katie Worsdale***Nursing Adjunct*

Master of Science in Nursing,  
California State University, Long Beach  
Bachelor of Science in Nursing,  
Central State University [The University  
of Central Oklahoma]

**Karen Wray***Nursing Adjunct*

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

**Sherman Yeung, MD, BS***Gen Ed Adjunct*

Doctor of Medicine,  
Gullas College of Medicine  
Bachelor Science in Biology,  
San Diego State University

**Staff****Janeth Acosta, BBA***Academic Support Coordinator*

Bachelor of Business Administration,  
American InterContinental University

**Marni Montgomery-Blake, BA***Academic Records Manager*

Bachelor of Arts in Elementary Education,  
Idaho State University

**Nichoel (Nicki) Owen, MSW***Student Achievement Manager*

Master of Social Work, Western Michigan  
University  
Bachelor of Arts in Community Services:  
Concentration in Family Systems, Sienna  
Heights University

**Kelli Ross, MSC***Student Achievement Coach*

Master of Science in Counseling, Student Development in Higher Education, California State University

**Amari Wharton, MSC***Student Achievement Coach*

Master of Science in Counseling: Marriage and Family Therapy, Hope International University

## Melbourne Campus

### Administration

**Leanne Dragone, DNP, APRN***Campus President & Dean of Nursing*

Doctor of Nursing Practice, Carlow University  
Master of Science in Nursing, Nurse Practitioner, University of North Carolina at Greensboro, Bachelor of Science in Nursing, Waynesburg University

**Scott Goldberg, DC***Dean of General Education*

Doctor of Chiropractic, Texas Chiropractic College  
Bachelor of Science in Natural Science, Michigan State University

**Elizabeth Firmstone***Director of Financial Aid*

Bachelor of Science in Biology, The University of Tampa

**Juan Bula, BS***Executive Director of Enrollment Services*

Bachelor of Science in Business Management, Western Governors University

### Faculty

**Capria Ammerman, MSN-Ed, BSN, RN***Nursing Faculty*

Master of Science in Nursing, South University  
Bachelor of Science in Nursing, South University

**Robert Archibald, MA***Gen Ed Adjunct*

Master of Arts in Education, Wichita State University  
Bachelor of Science in Biology, Wichita State University

**Kacey Calavetta, EdD***Gen Ed Adjunct*

Doctor of Education in Educational Leadership, Nova Southeastern University  
Master of Science in Educational Leadership, Nova Southeastern University  
Bachelor of Science in Elementary Education, University of Central Florida

**Subrenia Calhoun, MS, BS***Gen Ed Adjunct*

Master of Science in Higher Education, American College of Education  
Bachelor of Science in Medical Laboratory Science, University of West Florida  
Bachelor of Science in Biological Sciences, University of Southern Mississippi

**Rachel Grady, NP-C, APRN***Nursing Faculty*

Master of Science in Nursing, Family Nurse Practitioner, Chamberlain University  
Bachelor of Science in Nursing, East Tennessee State University  
Associate of Science in Nursing, Cleveland State Community College

**Ronald Kern, PhD***Gen Ed Adjunct*

Doctor of Philosophy in Higher Education Administration, University of North Texas  
Master of Arts in Curriculum and Instructional Design, University of Texas  
Bachelor of Science in Biology/Chemistry, University of Central Oklahoma  
Post-Graduate Certificate-Medical Anatomy and Physiology, University of Florida College of Medicine

**Patricia Kiloh, DNP, RN, CCRN, CNRN***Nursing Faculty*

Doctor in Nursing Practice, Chamberlain College of Nursing  
Master of Science in Nursing Leadership and Management, Walden University  
Bachelor of Science in Nursing, Salve Regina University

**Kit Knight, MS***Gen Ed Adjunct*

Master of Science in Biology, University of Nevada  
Bachelor of Science in Biology, Utah Valley

**Cynthia Mengay, MSN, BSN, RN***Nursing Faculty*

Master of Science in Nursing Leadership and Education, Western Governors University  
Bachelor of Science in Nursing, Western Governors University  
Associate of Applied Science in Nursing, Lakeland Community College  
Associate of Applied Science in Medical Assisting Technology, University of Toledo

**Marino Nardelli, MEd, BS***Gen Ed Adjunct*

Master of Education in K-8 Mathematics & Science Education, University of Central Florida  
Bachelor of Science in Marketing, University of Central Florida  
National Board Certified Teacher Middle Child Generalist

**Katya Ridore, DNP, FNP-C***Nursing Faculty*

Doctor of Nursing Practice, Frontier Nursing University  
Master of Science in Nursing, Frontier Nursing University  
Associate of Science in Nursing, Herzing University

**Brian Rosso, MS, BS***Gen Ed Adjunct*

Master of Science in Food Safety, Michigan State University  
Bachelor of Science in Dietetics, Western Michigan University

**Christopher Sharpe, PhD***Gen Ed Adjunct*

Doctor of Philosophy in Educational Psychology, Capella University  
Master of Science in Business Administration, Western Governors University  
Master of Science in Education in Educational Leadership, Kaplan University  
Bachelor of Science in Honors Psychology, University of Central Florida

**Madea Shoff, DNP, RN***Nursing Faculty*

Doctor of Nursing Practice, Chatham University  
Master of Science in Nursing Education, Chatham University  
Bachelor of Science in Nursing, Chatham University

**Tamia Williams, MSW***Gen Ed Adjunct*

Master of Social Work, Clark Atlanta University  
Bachelor of Science in Social Work, Johnson C. Smith University



## Staff

### Safiyah Dinally, MS, BS

*Academic Records Manager*  
Master of Science in Industrial  
Organizational Psychology, Florida Institute  
of Technology  
Bachelor of Science in Psychology, Florida  
Institute of Technology

### Mervin Walls, MA, BS

*Student Achievement Coach*  
Master of Arts in Communication, Bachelor  
of Science in Business Management and  
Administration, Regent University

## Milwaukee

### Administration

#### Sharen Lacayo, DNP, MSN-Ed, RN

*Sr. Campus President*  
Doctor of Nursing Practice, Chamberlain  
University  
Master of Science in Nursing Education,  
Grand Canyon University  
Bachelor of Science in Nursing, Brigham  
Young University

#### Tracey Murray, PhD, DNP, MSN, RN

*Dean of Nursing*  
Doctor of Philosophy in Education, Capella  
University  
Doctor of Nursing Practice, Chatham  
University  
Master of Science in Nursing, University of  
Miami  
Bachelor of Science in Nursing, University  
of Florida

### Faculty

#### Jaylen Bradley, MPP

*Gen Ed Adjunct*  
Master of Public Policy, Georgetown  
University  
Bachelor of Arts, The University of Michigan,  
Ann Arbor

#### Brendan Carlson, MSW

*Gen Ed Adjunct/Student Achievement  
Coach*  
Master of Social Work, University of  
Wisconsin, Milwaukee  
Bachelor of Science in Social Work,  
University of Wisconsin, Milwaukee

### Heather Clifton, MS

*Gen Ed Adjunct*  
Master of Science in Chemistry, Ball State  
University  
Bachelor of Science in Chemistry, Ball State  
University

### Amanda Cunningham, MA

*Gen Ed Adjunct*  
Master of Arts in English and Creative  
Writing, Southern New Hampshire  
University  
Bachelor of Professional Studies in  
Management, Cazenovia College

### Ashley Goebel, MSW

*Gen Ed Adjunct*  
Master of Social Work, Arizona State  
University  
Bachelor of Science, Northern Arizona  
University

### Andrew Gradall, MS

*Gen Ed Adjunct*  
Master of Science in Clinical and  
Translational Sciences, Medical College of  
Wisconsin  
Bachelor of Science in Comprehensive  
Organismal Biology, University of  
Wisconsin, Eau Claire  
Milwaukee

### Jeff Kroemer, MS

*Gen Ed Adjunct*  
Master of Science in High School  
Mathematics, Webster University  
Bachelor of Science in Elementary  
Education, Mathematics, Concordia  
Teachers College

### Katy Vander Kamp, PhD

*Gen Ed Adjunct*  
Doctor of Philosophy in General Psychology,  
Grand Canyon University  
Master of Science in Addiction Counseling,  
Grand Canyon University  
Bachelor of Science in Criminal Justice,  
Colorado Technical University

### Anosh Wasker, MS

*Gen Ed Adjunct*  
Master of Science in Physics, University of  
Wisconsin, Madison  
Bachelor of Science in Physics and  
Mathematics, North Park University

## Ontario Campus

### Administration

#### Elden Monday, MBA

*Senior Campus President*  
Master of Business Administration,  
University of Phoenix  
Bachelor of Science in Business  
Administration, National University

#### Matthew Gibbs, BA

*Executive Director of Enrollment Services*  
Bachelor of Arts, University of Phoenix

#### Julie Jordan, MSN/ED, RN, PHN

*Dean of Nursing*  
Master of Science in Nursing Healthcare  
Education, University of Phoenix  
Bachelor of Science in Nursing,  
University of Phoenix  
Associates degree of Science in Nursing,  
Victor Valley College

#### Tiffany Tatum, PhD, MS

*Dean of General Education*  
Doctor of Psychology,  
Phillips Graduate Institute  
Master of Social Work,  
University of Southern California  
Bachelor of Arts in Psychology,  
California State University - Northridge

#### Seph Rodriguez,

*Director of Financial Aid*

### Faculty

#### Arlene Aguirre, MSN-Ed, BSN, RN

*Nursing Adjunct*  
Master of Science in Nursing Education,  
Western Governors University  
Bachelor of Science in Nursing, Western  
Governors University

#### Brent Aspiras, MSN, RN

*Nursing Adjunct*  
Masters of Science in Nursing,  
American University of Health Sciences  
Bachelor of Science in Nursing,  
American University of Health Sciences

#### Carol Averbeck, MSW, MEd

*Gen Ed Adjunct*  
Master of Social Work, Indiana University  
Master of Science in Education,  
Indiana University  
Bachelor of Arts, Psychology,  
Indiana University

**Joshua Castil, DPT***Gen Ed Adjunct*

Doctorate Physical Therapy,  
A.T. Still University  
Master of Physical Therapy,  
Loma Linda University  
Bachelors of Health Science,  
Loma Linda University

**Angela Cook, MSN, RN***Nursing Adjunct*

Masters of Science in Nursing,  
University of Phoenix  
Bachelor of Science in Nursing, University  
of Phoenix  
Associate Degree Nursing,  
Concorde Carer College

**Melisa Curry, MSN, RN***Nursing Adjunct*

Master of Science in Nursing Administration,  
Liberty University  
Bachelor of Science in Nursing,  
Baptist College of Health Sciences

**Ashley DeLa Cruz, MSN, RN***Nursing Faculty*

Master of Science in Nursing,  
Grand Canyon University

**Tony Dharmaraj, MSN-Ed, RN***Nursing Adjunct*

Master of Science in Nursing: Nursing  
Education, Grand Canyon University  
Bachelor of Science in Nursing, Loma Linda  
University

**Harpreet Dhir***Gen Ed Adjunct*

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

**Raymond Diaz, MD***Gen Ed Faculty*

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

**Kelly Donoghue, MSN***Nursing Faculty*

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

**Danica Flores, MSN, RN***Nursing Adjunct*

Master of Science in Nursing,  
West Coast University  
Bachelor of Science in Nursing,  
West Coast University

**Allyson French, MSN-Ed***Nursing Adjunct*

Master of Science in Nursing: Nursing  
Education, Western Governors University

**Sharan Gill, MSN, RN***Nursing Adjunct*

Master of Science in Nursing, West Coast  
University

**Xenia Gonzales, MSN, RN***Nursing Adjunct*

Master of Science in Nursing,  
Grand Canyon University  
Bachelor of Science in Nursing,  
California Baptist University

**STP Journey Gullies, MSN, RN***Nursing Adjunct*

Master of Science in Nursing, West Coast  
University

**Joseph Hacinas, DNP, MSN, RN, CNS, PHN***Nursing Adjunct*

Doctor of Nursing Practice,  
Loma Linda University  
Master of Science in Nursing,  
Loma Linda University

**Felicia Hamilton, MSN-Ed, RN***Nursing Adjunct*

Master of Science in Nursing, Nursing  
Education, Western Governors University

**Kim Helen, MSN, RN***Nursing Adjunct*

Master of Science in Nursing- Education and  
Leadership, Vanguard University

**Shetona Jordan, DNP, RN***Nursing Adjunct*

Doctor of Nursing Practice, Aspen  
University

**Jenny Kosiah, MSN, RN***Nursing Adjunct*

Masters in Science,  
University of Texas Arlington  
Bachelor of Science in Nursing,  
University of Texas Arlington

**Christy Li, MSN, BSPH, RN***Nursing Adjunct*

Master in Science of Nursing,  
Western University of Health Sciences  
Bachelor of Science in Nursing,  
University of California

**Francisco Lozano, MSN, RN***Nursing Adjunct*

Master of Science in Nursing, West Coast  
University  
Bachelor of Science in Nursing, West Coast  
University

**Carl McElvane, MSN, BSN, RN***Nursing Faculty*

Master of Science in Nursing, Capella  
University  
Bachelor of Science in Nursing, Capella  
University

**Jeanne Mpawenimana, MSN-Ed, RN***Nursing Faculty*

Master of Science in Nursing,  
University of Phoenix  
Bachelor of Science in Nursing,  
University of Phoenix  
Associate of Science in Nursing,  
West Coast University

**Sara Munawar, DNP, RN***Nursing Adjunct*

Doctor of Nursing Practice, Loma Linda  
University

**Elizabeth Nambo, MSN, RN***Nursing Adjunct*

Master of Science in Nursing, Colorado  
Technical University

**Kahoru Okuyama, MSN, BSN, RN***Nursing Adjunct*

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

**Adetoun Olupitan, MSN, RN***Nursing faculty*

Master of Science in Nursing,  
Capella University  
Bachelors of Science in Nursing,  
St Xavier University

**Breland Parker, MSN, BSN, RN***Nursing Adjunct*

Master of Science in Nursing, West Coast  
University  
Bachelor of Science in Nursing, West Coast  
University

**Marcial Reyes, MSN, RN***Nursing Adjunct*

Master of Science in Nursing, Leadership  
and Management, Walden University

**Margaret Santandrea, DNP, RN***Nursing Adjunct*

Doctorate Nursing Practice,  
Grand Canyon University  
Master of Science in Nursing,  
Chapman University  
Bachelor of Science,  
Chapman University

**Jeanne Sedivy, MSN***Nursing Adjunct*

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

**Veeral Shah, MSN, MPH, RN***Nursing Adjunct*

Master in Science - Psychiatric Mental  
Health Practitioner, Ohio State University  
Bachelor of Science in Nursing,  
University of Southern California

**Uzaera Shaikh, MSN, BSN, RN***Nursing Adjunct*

Master of Science in Nursing, West Coast  
University  
Bachelor of Science in Nursing, West Coast  
University

**Angelica Silva, MSN-Ed***Nursing Adjunct*

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

**Jerica Sterling, MA***Gen Ed Adjunct*

Master of Arts in Mathematics,  
Cal-State University Fullerton  
Bachelor of Science, Pure Mathematics,  
Cal-Sate Polytechnic University

**Pamela Sunga DNP, MSN, MHA, RN, EBP(CH)***Nursing Adjunct*

Doctor of Nursing Practice, Azusa Pacific  
University  
Master of Science in Nursing,  
University of Phoenix  
Master of Science in Health Administration,  
University of Phoenix

**Amanda Vickers, JD***Gen Ed Adjunct*

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

**Nez Woldai, MSN, BSN, RN***Nursing Adjunct*

Master of Science in Nursing, California  
State University, San Bernardino  
Bachelor of Science in Nursing, West Coast  
University

**Aimee Young, DNP, RN***Nursing Adjunct*

Doctorate Nursing Practice, Rush University  
Masters of Science in Nursing,  
Vanguard University

**Kamile Yuksek, PhD, MS***Gen Ed Faculty*

Doctor in Philosophy in Molecular  
Microbiology & Immunology,  
University of Southern California  
Master of Science in Biology,  
California State University Northridge

**Teresa Zazueta, MSN, RN***Nursing Faculty*

Master of Science in Nursing, Nursing  
Education, Western Governors University  
Bachelor of Science in Nursing,  
California State University - Dominguez Hills  
Associate of Science in Nursing,  
Los Angeles Valley College

**Staff****Ivan Morales, BS***Academic Support Coordinator*

Bachelor of Science,  
CA State Polytechnic University

**Jesslyn Soares, BS***Academic Records Manager*

Bachelor of Science in Business  
Administration, CA State Polytechnic  
University

**Phoenix Campus****Administration****Brandon Corley, MBA***Campus President*

Master of Science in Business  
Administration, Management  
& Operations, Argosy University

**Cheryl McInerney, MSN, RN***Dean of Nursing*

Master of Science in Nursing: Nursing  
Education,  
Salem State University  
Bachelor of Science in Nursing,  
University of Massachusetts Boston  
Associate of Science in Nursing, Bunker Hill  
Community College

**Tadzia Dennis, PhD, MEd, BA***Dean of General Education*

Doctor of Philosophy in Higher Education  
Administration, University of Phoenix  
Master of Education in Educational  
Leadership, Northern Arizona University  
Master of Education in Career & Technical  
Education, Northern Arizona University  
Bachelor of Science in Hotel & Restaurant  
Management, Northern Arizona University

**Sabrina Miller-Emerson, MSN-Ed, RN***Assistant Dean of Nursing*

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

**Pamela Roman, MSN-Ed, BSN, RN***Assistant Dean of Nursing*

Master of Science in Nursing with an  
Emphasis in Nursing Education, Grand  
Canyon University  
Bachelor of Science in Nursing, Grand  
Canyon University  
Associate Degree in Nursing, Glendale  
Community College

**Jennivee Walsh, RN, BSN, MHA***Assistant Dean of Nursing*

Master of Administration with Healthcare  
Administration,  
Northern Arizona University  
Bachelor of Science in Nursing,  
Northern Arizona University  
Associate of Science in Nursing, Arkansas  
State University

**Candelario (Lalo) Ortiz, BSBM***Director of Financial Aid*

Bachelor of Science in Business  
Management, Western Governors University

**Mat Williams, MS, MBA, BA***Executive Director of Enrollment Services*

Master of Science in Leadership, Grand  
Canyon University  
Master of Business Administration,  
University of Phoenix  
Bachelor of Arts in History and Journalism,  
University of Queensland

**Faculty****Elena Acquisto-Treaster, DC***Gen Ed Adjunct*

Doctor of Chiropractic, Northeast College of  
Health Sciences  
Master of Science, Northeast College of  
Health Sciences  
Bachelor of Professional Studies, Northeast  
College of Health Sciences

**Mohini Agarwal, PhD***Gen Ed Adjunct*

Doctor of Philosophy in Operational Research, University of Delhi  
 Master of Science in Operational Research, University of Delhi  
 Bachelor of Science in Mathematics, University of Delhi

**Rakhad Alrawi, MPH, MS***Gen Ed Adjunct*

Master of Public Health, Grand Canyon University  
 Master of Science, Al-Mustansiriya University  
 Bachelor of Medicine, Bachelor of Science, Al-Mustansiriya University

**Olivia Andreacola, MSN, BSN***Nursing Faculty*

Master of Science in Nursing, Grand Canyon University  
 Bachelor of Science in Nursing, Arizona State University

**Madeline Binz, DNP, BSN***Nursing Faculty*

Doctor of Nursing Practice, Arizona State University  
 Bachelor of Science in Nursing, University of Michigan

**Amy Blank, MSN, BSN***Nursing Faculty*

Master of Science in Nursing, California State University, Dominguez Hills  
 Bachelor of Science in Nursing, Chamberlain College of Nursing  
 Associate of Arts in Nursing, Harrisburg Area Community College

**Susie Bond, MSN***Nursing Faculty*

Master of Science in Nursing, Grand Canyon University  
 Bachelor of Science in Community Health, Eastern Illinois University

**Shannon Brown, DNP***Nursing Faculty*

Doctor of Nursing Practice, Grand Canyon University

**Francis Carvalho, MSN, BA***Nursing Faculty*

Master of Science in Nursing, University of Phoenix  
 Bachelor of Arts, Walla Walla University  
 Associate in Nursing, Walla Walla Community College

**Barbara Chestnut-Adamson, PhD, MSHE, BS***Gen Ed Adjunct*

Doctor of Philosophy in Health Education & Promotion, Walden University  
 Master of Science in Health Education, Purdue Global University  
 Bachelor of Science in Nutrition, Purdue University Global

**Jackie Conley, MSN, RN***Nursing Adjunct*

Master of Science in Nursing: Nursing Education, Brookline College  
 Bachelor of Science in Nursing, Brookline College  
 Bachelor of Science in Biological Sciences, University of California - Riverside

**Amber Coomes, MSRN***Nursing Faculty*

Masters Entry to the Profession of Nursing (MEPN), University of Arizona

**Nilsa Criado, MSN-Ed, RN***Nursing Faculty*

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

**Jaelyn Darden, MS, BS***Gen Ed Adjunct*

Master of Science in Biology, Arizona State University  
 Bachelor of Science in Biological Sciences, Arizona State University

**Dayna Doskocil, MS, ME***Gen Ed Adjunct*

Master of Science, South Dakota State University  
 Master of Education, Arizona State University  
 Bachelor of Science, San Diego State University

**Alex Douvas, JD***Gen Ed Adjunct*

Juris Doctor, Chapman University School of Law  
 Bachelor of Arts, California State University - Fullerton

**Tammy Drewett, MSN-Ed***Nursing Faculty*

Master of Science in Nursing: Nursing Education, Grand Canyon University  
 Bachelor of Science in Nursing, Grand Canyon University  
 Associate of Applied Science in Nursing, Yavapai College

**Benjamin Drury, EdD***Gen Ed Adjunct*

Doctor of Education in Curriculum, Advocacy, Policy, National Louis University  
 Master of Arts of Sociology, Indiana University, Indianapolis  
 Bachelor of Arts in Sociology, Indiana University, Indianapolis

**Beth Ellickson, MEd***Gen Ed Adjunct*

Master of Education, Northern Arizona University  
 Bachelor of Science in Education, Northern Arizona University

**Laura Enright, MSN, RN, iRNPA***Nursing Adjunct*

Master of Science in Clinical Systems Leadership in Nursing, University of Arizona

**Rashad Erakat, MD, BA***Gen Ed Adjunct*

Doctor of Medicine, International University of the Health Sciences School of Medicine  
 Bachelor of Arts in Biology, Rutgers University

**Cory Gadsby, MSN***Nursing Faculty*

Master of Science in Nursing, Grand Canyon University

**Amber Gearhart, DNP, MSN-Ed, RN***Nursing Faculty*

Doctor of Nursing Practice, Chamberlain University  
 Master of Science in Nursing: Nursing Education, Walden University  
 Associate of Applied Science in Nursing, Lansing Community College

**Florin Ghinea, MEd***Gen Ed Faculty*

Master of Education in Mathematics, Arizona State University  
 Bachelor of Arts in Mathematics, Arizona State University

**Jennifer Patricia Greene, MSN-Ed, CRNI***Nursing Faculty*

Master of Science in Nursing, Grand Canyon University  
 Bachelor of Science in Nursing, Walden University  
 Bachelor of Science in Gerontology, University of Northern Colorado  
 Associate of Applied Science, Community College of Denver



**Monica Haj, MSN, RNC-MNN***Nursing Adjunct*

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

**Kelsey Ham, MSN, BSN***Nursing Adjunct*

Master of Science in Nursing, Capella  
University  
Bachelor of Science in Nursing, Creighton  
University

**Bryce Hardy, DC***Gen Ed Faculty*

Doctor of Chiropractic,  
Palmer College of Chiropractic  
Bachelor of Science in Exercise Science,  
Brigham Young University

**Rob Hollenback, MSN, BSN***Nursing Faculty*

Master of Science in Nursing, Grand Canyon  
University  
Bachelor of Science in Nursing, University of  
Texas Arlington

**Andrew Hudgins, MEd***Gen Ed Faculty*

Master of Education,  
Grand Canyon University  
Bachelor of Science, Elementary Education,  
University of Phoenix

**Tracey Johnson, EdD***Gen Ed Adjunct*

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

**Mario Kalo, MA***Gen Ed Adjunct/Student Achievement  
Coach*

Master of Arts in English with an Emphasis in  
Education, Grand Canyon University  
Bachelor of Arts in Journalism and Mass  
Communication, Arizona State University

**Sana Keller, PhD, MSN, BSN***Nursing Faculty*

Doctor of Philosophy in Integrative  
Medicine, Quantum University  
Master of Science in Nursing, University of  
North Dakota  
Bachelor of Science in Nursing, Minot State  
University

**Jennifer Kizior, MA***Gen Ed Adjunct*

Master of Arts in Teaching - Mathematics,  
National Louis University  
Bachelor of Art in Philosophy/Political  
Science, Bradley University

**Andrea Kolich, MA***Gen Ed Adjunct*

Master of Arts in International Affairs,  
George Washington University  
Bachelor of Arts in Political Science  
& Philosophy, Furman University  
Arizona Postsecondary Teaching  
Certification, Rio Salado College

**Mikeal Anne Kos, RN, BS, MSN***Nursing Faculty*

Master of Science in Nursing: Nursing  
Education,  
University of Phoenix  
Bachelor of Science in Biology,  
University of Akron  
Associate of Nursing, Rio Grande University

**John Kufer, MSN, BSN***Nursing Faculty*

Master of Science in Nursing, University of  
Phoenix  
Bachelor of Science in Nursing, Lewis  
University  
Associate in Applied Science Nursing,  
College of DuPage

**Suzanne Lay, DNP, MSN-Ed, RN***Nursing Adjunct*

Doctor of Nursing Practice, Post University  
Master of Science in Nursing, University of  
Phoenix  
Bachelor of Science in Nursing, Cedar Crest  
College

**Jillian K Lewis, MSN***Nursing Adjunct*

Master of Science in Nursing & Executive  
Administration, Kaplan University  
Bachelor of Science in Nursing,  
Kaplan University  
Bachelor of Liberal Arts & Science,  
Northern Arizona University  
Associate in Nursing, Coconino Community  
College

**Mary Lewis, MA***Gen Ed Adjunct*

Master of Arts, American Christian College  
Bachelor of Arts,  
American Christian College

**Bryanne Marino, MSN, BSN***Nursing Faculty*

Master of Science in Nursing, University of  
St. Augustine for Health Sciences  
Bachelor of Science in Nursing, Point Loma  
Nazarene University

**Lekia McCoy, MSN-Ed***Nursing Adjunct*

Master of Science in Nursing: Nursing  
Education, Cardinal Stritch University  
Bachelor of Science in Nursing, Cardinal  
Stritch University  
Associate of Nursing, Bryant and Stratton  
University

**Tonya Moschell, MSN, BSN***Nursing Adjunct*

Master of Science in Nursing, University of  
West Florida  
Bachelor of Science in Nursing, Bethune-  
Cookman University

**Rosy Muftikian, PhD, MS, BS***Gen Ed Adjunct*

Doctor of Philosophy in Chemistry,  
University of Arizona  
Master of Science in Chemistry, California  
State University, Northridge  
Bachelor of Science in Chemistry, California  
State University, Northridge

**Joel Murray Jr., MSN, RN***Nursing Faculty*

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

**Krisel Nagallo, NMD***Gen Ed Adjunct*

Doctor of Naturopathic Medicine,  
Southwest College of Naturopathic Medicine  
Bachelor of Science in Psychology,  
York University  
Bachelor of Molecular Biology,  
McMaster University

**Danielle Nixon, MA***Gen Ed Adjunct*

Master of Art, New Mexico Highlands  
University  
Bachelor of Art, Kean University

**Kim A. O'Hara, JD, MS, RN***Nursing Faculty*

Juris Doctorate in Law, CUNY Queens  
College School of Law  
Master of Science in Nursing: Nursing  
Education, St. Joseph's College  
Bachelor of Science in Nursing, Hunter  
College Bellevue School of Nursing  
Associate of Science, Farmingdale State  
College

**Chris Osinski, MSN***Nursing Lab Manager*

Master of Science in Nursing, Western Governors University

**Toni Parra, MSN, BSN***Nursing Faculty*

Master of Science in Nursing, Arizona State University

Bachelor of Science in Nursing, Arizona State University

**Amy Ramirez, MSN, BSN***Nursing Faculty*

Master of Science in Nursing, Capella University

Bachelor of Science in Nursing, Capella University

**Rowena Ramos, MSN, RN, FNP-BC***Nursing Adjunct*

Master of Science in Nursing, Grand Canyon University

**Krisel Nagallo-Reyes, NMD***Gen Ed Adjunct*

Doctor of Naturopathic Medicine, Southwest College of Naturopathic Medicine

Bachelor of Science in Psychology, York University

Bachelor of Science in Molecular Biology, McMaster University

**Darlene Rodriguez, MSN, BSN***Nursing Faculty*

Master of Science in Nursing, Grand Canyon University

Bachelor of Science in Nursing, Grand Canyon University

Associate in Applied Science Nursing, Maricopa County Community College

**Brenda Roundtree, DCN, MPH, BA***Gen Ed Adjunct*

Doctor of Clinical Nutrition, Maryland University of Integrative Health

Master of Public Health, Grand Canyon University

Bachelor of Science in Nutrition &amp; Dietetics, Arizona State University, Mesa

**Angie Ryan, MSN, BSN***Nursing Faculty*

Master of Science in Nursing, University of Phoenix

Bachelor of Science in Nursing, Arizona State University

**Jaime Saiz, MSN, BSN***Nursing Faculty*

Master of Science in Nursing, Arizona State University

Bachelor of Science in Nursing, Arizona State University

**Shanna Saunders, MSN, RN***Nursing Adjunct*

Master of Science in Nursing: Nursing Education, Western Governors University

Bachelor of Science in Nursing, Western Governors University

**Allison Segebarth, MSN, FNP-C, BSN***Nursing Faculty*

Master of Science in Family Nurse Practitioner, University of Detroit Mercy

Bachelor of Science in Nursing, University of Detroit Mercy

**Roma Shah, MSN***Nursing Adjunct*

Master of Science in Nursing, University of Texas

Bachelor of Science in Nursing, University of Texas

**Dennis Shaylor, MS, MA, BS***Gen Ed Adjunct*

Master of Science in Mathematics, Indiana State University

Master of Arts in Education, California State University, Long Beach

Bachelor of Science in Criminal Justice, California State University, Long Beach

**Minnie (Marcia) Stout, DNP, MS, RN***Nursing Faculty*

Doctor of Nursing Practice, DePaul University

Master of Science in Nursing: Nursing Education, North Park University

Bachelor of Science in Nursing, Loyola University

**Stephanie Streit, MSN, APRN, FNP-C***Nursing Faculty*

Master of Science in Nursing - Family Nurse Practitioner, Grand Canyon University

Bachelor of Science in Nursing, Chamberlain College of Nursing

**Jamie Sutton, DNP, MSN, RN***Nursing Adjunct*

Doctorate in Nursing Practice, Grand Canyon University

Master of Science in Nursing: Nursing Education, University of Toledo

Bachelor of Science in Nursing, Bowling Green State University

**Amanda Taylor, DNP, MSN***Nursing Faculty*

Doctorate in Nursing Practice, Grand Canyon University

Masters of Science in Nursing, Grand Canyon University

Bachelors of Science in Nursing, University of Phoenix

**Kemmons Tubbs, PhD***Gen Ed Adjunct*

Doctor of Philosophy, Arizona State University

**Torrian Tucker, MEd, MDiv***Gen Ed Adjunct*

Master of Education in Education Administration, Liberty University

Master of Divinity at Liberty University in Pastoral Counseling, Liberty University

Bachelor of Science in Communication, Lamar University

**Jahaira Vera, MS***Gen Ed Faculty*

Master of Science in Pharmacology &amp; Toxicology, University of Arizona

Bachelor of Science in Veterinary Science, University of Arizona

**Kevin Walling, JD, MPA***Gen Ed Adjunct*

Master of Public Administration, Webster University

Juris Doctor,

Willamette University College of Law

Bachelor of Science in Political Science, University of Oregon

**Catherine A. Washburn, MS***Gen Ed Adjunct*

Master of Science in Molecular &amp; Cellular Biology, Arizona State University

Bachelor of Science in Molecular Biosciences &amp; Biotechnology

Arizona State University

**Katie Wilson, MSN, BSN***Nursing Adjunct*

Master of Science in Nursing, Chamberlain University

Bachelor of Science in Nursing, Ottawa University

**Samuel Zuniga, NMD***Gen Ed Adjunct*

Doctorate of Naturopathic Medicine, Southwest College of Naturopathic Medicine

Bachelor of Science in Exercise Science, University of Northern Colorado

**Staff****Jessica Anderson, MBA, BS***Academic Records Manager*

Master of Business Administration, University of Phoenix

Bachelor of Science in Management, University of Phoenix

**Vicki Barbe, MSL***Student Achievement Manager*

Graduate Certificate, Life Coaching, Grand Canyon University

Master of Science in Organizational Leadership, Grand Canyon University  
Bachelor of Arts Northern, Arizona University**Rachel Henning, MSL***Student Achievement Coach*Master of Science in Leadership, Grand Canyon University  
Bachelor of Arts in American History, Ohawa University**Felicia Parker, MHA, BS***Academic Support Coordinator*Master of Science in Health Administration, University of Phoenix  
Bachelor of Science in Psychology, University of Phoenix**Frank Ramirez, BS***Student Achievement Coach*

Bachelor of Science in Psychology, Arizona State University

## Salt Lake City Campus

### Administration

**Teri Clawson, MPA***Campus President*Master of Public Administration, Southern Utah University  
Bachelor of Arts in Spanish, Utah State University**Candice Herder, MBA***Executive Director of Enrollment Services*Master of Business Administration, Independence University  
Bachelor of Business Administration, Independence University**Nicolette Watkins, PsyD, MAED***Dean of General Education*Doctor of Psychology in Human and Organizational Psychology, Touro University Worldwide  
Master of Arts in Education, University of Phoenix  
Bachelor of Science in Psychology, University of Utah**Karla Huntsman, MSN-Ed, RN***Dean of Nursing*Master of Science in Nursing, University of Phoenix  
Bachelor of Science in Nursing, Brigham Young University**Feburell Allen, MBA***Director of Financial Aid*Master of Business Administration, Independence University  
Bachelor of Science Business Administration, Independence University  
Associate of Applied Science Business Management & Accounting, Independence University

### Faculty

**Randallin Acevedo, MSN-Ed, RN***Nursing Lab Manager*Master of Science in Nursing Education, Western Governors University  
Bachelor of Science Nursing, Western Governors University  
Associate of Applied Science in Nursing, Salt Lake Community College**Curtis Anderson, MSN-Ed, RN***Nursing Faculty*Master of Science in Nursing: Nursing Education, Arizona State University  
Bachelor of Science in Nursing, Brigham Young University-Idaho**Patricia (Pattie) Axtman, MSN, FNP***Nursing Adjunct*Master of Science in Nursing, Bradley University  
Bachelor of Science in Nursing, University of Utah  
Associate of Applied Science in Nursing, Salt Lake Community College**Jeremy Berrett, MSN, RN***Nursing Adjunct*Master of Science in AGPCNP, Maryville University  
Bachelor of Science in Nursing, Grand Canyon University  
Associate of Applied Science in Nursing, Joyce University**Breanna Bunderson, MBA***Gen Ed Adjunct*Masters of Business Administration in Healthcare Management, Western Governors University  
Bachelor of Science in Medical Laboratory Sciences, Weber State University  
Associate of Applied Science in Medical Laboratory Sciences, Weber State University**Kel Day, MSN, RN***Nursing Adjunct*Master of Science in Nursing, Western Governors University  
Bachelor of Science in Nursing, Western Governors University**Laura Leigh Dickey, PhD, MS***Gen Ed Adjunct*Doctor of Philosophy in Microbiology, Boston University  
Master of Science in Microbiology, Brigham Young University  
Bachelor of Science in Biological Engineering, Utah State University**Sarah Dillin, MSN, RN***Nursing Adjunct*Master of Science in Nursing Leadership & Management, Western Governors University  
Bachelor of Science in Nursing, Roseman University of Health Sciences  
Associates of Arts in Liberal Arts, Springfield Technical Community College**Dean Dudgeon, MN, RN***Nursing Faculty*Master of Nursing, University of Washington - Bothell  
Bachelor of Science in Nursing, University of Washington-Bothell  
Associate Degree in Nursing, Everett Community College  
Practical Nursing Certificate, Everett Community College**Candice Dunaway, MSN-Ed, RN***Nursing Faculty*Master of Science in Nursing: Nursing Education, Western Governors University  
Bachelor of Science in Nursing, Cumberland University  
Associate of Science in Nursing, Tennessee State University**Zachery Engle, MS***Gen Ed Adjunct*Master of Science in Counseling, University of Phoenix  
Bachelor of Science in Communication, Southern Utah University**Heather Green, RN, MSN***Nursing Faculty*Master of Science in Nursing: Nursing Education, Western Governors University  
Bachelor of Science in Nursing, Western Governors University  
Associate of Applied Science in Nursing, Salt Lake Community College  
Associate of Arts & Sciences, Salt Lake Community College

**Catherine Hamilton, DNP, MS, MBA, RN***Nursing Faculty*

Doctor of Nursing Practice in Nursing,  
University of Utah

Master of Science in Chemistry,  
University of Utah

Master of Business Administration,  
University of Utah

Bachelor of Science in Nursing,  
University of Utah

Bachelor of Science in Chemistry,  
California Polytechnic State University

**Kyle Hancock, MSN, BSN***Nursing Adjunct*

Master of Science in Nursing, Weber State  
University

Bachelor of Science in Nursing, Utah Valley  
University

Associate of Science in Nursing, Utah Valley  
University

**Rebecca Jensen, MS, BSN***Nursing Adjunct*

Master of Science in Health and Human  
Movement, Utah State University

Bachelor of Science in Nursing, Roseman  
University of Health Sciences

Bachelor of Science in Exercise Science,  
Brigham Young University

**Lisa Mapa, MSN-FNP, RN***Nursing Adjunct*

Master of Science in Nursing - Family Nurse  
Practitioner, Rocky Mountain University of  
Health Professionals

Bachelor of Science in Nursing, Weber State  
University

**Jill Michaelson, DNP, MSN, RN***Nursing Adjunct*

Doctor of Nursing Practice, Grand Canyon  
University

Master of Science in Nursing,  
Western Governors University

Bachelor of Science in Nursing,  
Western Governors University

**Wendy Mohlman, EdD, MS, RN, CNE***Nursing Adjunct*

Doctor of Education in Nursing Education,  
Bryan College of Health Sciences

Master of Science in Gerontology,  
University of Utah

Bachelor of Science in Nursing,  
Western Governors University

Associate of Applied Science Nursing,  
Joyce University of Nursing & Health Sciences

**Derek Moos, NP, MSN, BSN, RN***Nursing Adjunct*

Master of Science in Nursing, Western  
Governors University

Bachelor of Science in Nursing, Weber State  
University

Certified Nurse Practitioner in Adult/  
Gerontology, Maryville University

**Adriana Newton, DNP***Nursing Adjunct*

Doctor of Nursing Practice, University of  
Utah

Bachelor of Science, Western Governors  
University

**Debbie Olson, MA***Gen Ed Adjunct*

Master of Arts in Science, Technology,  
Public Policy, The George Washington  
University

Bachelor of Arts in English, Brigham Young  
University

**Edward Parry, MSN NP-C***Nursing Adjunct*

Master of Science in Nursing,  
Graceland University

Bachelor of Science in Nursing,  
University of Phoenix

Associate of Science in Biology,  
Salt Lake Community College

**Grant Pointon, PhD***Gen Ed Adjunct*

Doctor of Philosophy in Psychology,  
University of Utah

Master of Science in Psychology, University  
of Utah

Bachelor of Science, James Madison  
University

**Callie Scull, PhD***Gen Ed Adjunct*

Doctor of Philosophy in Microbiology,  
Immunology & Parasitology,

Louisiana State University  
Bachelor of Science in Biology,  
Nicholls State University

**Megan Sessions, MENG***Gen Ed Adjunct*

Master of Art in English,  
Weber State University

Bachelor of Arts in Mass Communication  
University of Utah

Bachelor of Arts in English, University of  
Utah

**Tori Smedley, MS***Gen Ed Adjunct*

Master of Science in Applied Nutrition,  
University of New England

Bachelor of Science in Kinesiology,  
Emphasis in Nutrition, University of Utah

**Shawna Smith, DNP, MSN, MEd, RN***Nursing Adjunct*

Doctor of Nursing Practice in Nursing  
Admin, Samford University

Master of Science in Nursing, University of  
North Alabama

Master of Education, University of West  
Alabama

Bachelor of Science in Nursing, University of  
North Alabama

**Pamela Staich, MSN, RN***Nursing Adjunct*

Master of Science in Nursing, Utah Valley  
University

Bachelor of Science in Nursing, Weber State  
University

**Maren Swensen, PhD, MS***Gen Ed Adjunct*

Doctor of Philosophy in General Psychology,  
Grand Canyon University

Master of Science in Rehabilitation Counseling,  
Virginia Commonwealth University

Bachelor of Science in Psychology,  
Utah State University

**Karla Ure, MSN, BSN, RN***Nursing Adjunct*

Master of Science in Nursing, Western  
Governors University

Bachelor of Science in Nursing, University  
of Phoenix

**Somerset Warner, MSN-Ed, RN***Nursing Faculty*

Master of Science in Nursing: Nursing  
Education, Western Governors University

Bachelor of Science in Nursing,  
Utah Valley University

Associate of Science in Nursing,  
Utah Valley University

**Bo Whalen, DPT***Gen Ed Adjunct*

Doctor of Physical Therapy, Rocky Mountain  
University of Health Professionals

Bachelor of Science in Exercise Science,  
Utah Valley University

Associate of Science in Pre-Professional,  
Utah Valley University



**Emily Whitby, MA***Gen Ed Adjunct*

Master of Arts in English,  
Weber State University  
Bachelor of Arts in English,  
Weber State University  
Associate of Arts,  
Weber State University

**Charles (C.J.) Wolf, MD, MEd***Gen Ed Adjunct*

Doctor of Medicine, University of Illinois at  
Chicago College of Medicine  
Master of Education in Educational Technology,  
University of Texas at Brownsville  
Bachelor of Science in Zoology/Pre-  
Medicine, Brigham Young University

**Staff****Joell Goeff, BS***Academic Records Manager*

Bachelor of Science in Anthropology,  
University of Utah

**Hannah Hetterick, BA***Student Achievement Coach*

Bachelor of Arts in English, University of  
Mississippi  
Bachelor of Arts in English Education,  
University of Mississippi

**Cathryne (Cate) Wayment, BS***Academic Support Coordinator*

Bachelor of Science in Gender Studies,  
University of Utah

**Sarasota Campus****Administration****Joshua Padron, EdD***Sr. Campus President*

Doctor of Education Leadership, Argosy  
University  
Master of Business Administration,  
University of Phoenix  
Bachelor of Arts in Religion, Palm Beach  
Atlantic University

**Clare Ellen Owen, PhD, RN, CNE***Dean of Nursing*

Doctor of Philosophy in Nursing,  
Barry University  
Master of Science in Nursing: Nursing  
Education, Barry University  
Bachelor of Science in Nursing,  
University of Phoenix

**Denise Rolle, EdD, MEd, BS***Dean of General Education*

Doctor of Education in Higher Education  
Administration, Northeastern University  
Master of Education in Teaching, Learning, &  
Assessment, National Louis University  
Bachelor of Science in Microbiology,  
University of South Florida  
Bachelor of Science in Biomedical Sciences,  
University of South Florida

**Faculty****Lisa Anderson, DAOM, DC***Gen Ed Adjunct*

Doctor of Acupuncture and Oriental  
Medicine, Atlantic Institute of Oriental  
Medicine  
Doctor of Chiropractic, Palmer College of  
Chiropractic  
Bachelor of Science in Liberal Arts, Athens  
State University

**Jacqueline Bivona MSN-PMHNP, RN***Nursing Adjunct*

Master of Science in Nursing, Spring Arbor  
University  
Bachelor of Science in Nursing, Chamberlain  
College  
Associate of Science in Nursing, St. Paul's  
School of Nursing

**Leslie Bostick, MSN, RN***Nursing Adjunct*

Master of Science in Nursing, Chamberlain  
University  
Bachelor of Science in Nursing, Chamberlain  
University  
Associate in Nursing, Owens Community  
College

**Heather Bowser, MSN, RN***Nursing Faculty*

Master of Science in Nursing, Western  
Governor's University  
Bachelor of Science in Nursing,  
Western Governor's University

**Sheri Brandt, BS, BA, MS, EDS, EdD***Gen Ed Faculty*

Doctor in Education Leadership,  
Missouri Baptist University  
Master of Arts in Education Specialist,  
University of Missouri  
Bachelor of Arts in English,  
University of Missouri

**Bassanya Bryant-Spann, PhD***Gen Ed Adjunct*

Doctor of Philosophy in Educational  
Psychology, Capella University  
Master of Education in Special Education,  
Grand Canyon University  
Bachelor of Arts in Child Development,  
Clafin University

**Beth Brown, PhD, MSN, RN***Gen Ed Adjunct*

Doctor of Philosophy in Nursing, Walden  
University  
Master of Science in Nursing, University of  
Phoenix  
Master of Science in Marine Science,  
California State University  
Bachelor of Science in Marine Science &  
Biology, University of Tampa

**Erika Brumit, MSN, RN***Nursing Adjunct*

Master of Science in Nursing, Capella  
University  
Bachelor of Science in Nursing, State  
College of Florida-Manatee  
Associate of Science in Nursing, State  
College of Florida-Manatee

**Laura Byers-Wells, MSN, RN***Nursing Adjunct*

Master of Science in Nursing,  
Wilson College, PA  
Bachelor of Arts in Religious Studies,  
Regent University, VA  
Associates of Science in Nursing,  
Shepherd University, WV

**Jessica Cavallaro***Gen Ed Adjunct*

Master of Education, Mercy College  
Bachelor of Arts, History & Political Science,  
Pace University

**Tetiana Chulanov, MSN, RN***Nursing Adjunct*

Master of Science in Nursing, Walden  
University  
Bachelor of Science in Nursing, Florida  
Southwestern State College

**Lisa Fannon, MSN, RN, FNP-C, CNL***Nursing Faculty*

Post-Masters - Family Nurse Practitioner,  
Carson Newman University  
Master of Science in Nursing - Clinical Nurse  
Leader, University of Lynchburg  
Bachelor of Science in Nursing, Bluefield  
University  
Associate Applied Science in Nursing,  
Mountain Empire Community College

**Jesika Florin, MSN, APRN-FNP***Nursing Adjunct*

Master of Science in Nursing, University of  
South Alabama  
Bachelor of Science in Nursing, University of  
Arkansas at Little Rock  
Associate of Science in Nursing, University  
of Arkansas at Little Rock

**Patricia Fritz, MS, BSN***Nursing Adjunct*

Master of Science in Health Education,  
University of Wyoming  
Bachelor of Science in Nursing,  
University of Northern Colorado

**Gladys Gonzalez-Reyes, MSN-FNP, RN***Nursing Adjunct*

Master of Science in Nursing - Family Nurse  
Practitioner, St. Thomas University  
Bachelor of Science in Nursing, Miami Dade  
College  
Associate of Science in Nursing, Miami Dade  
College

**Pat Grad, MS***Gen Ed Adjunct*

Master of Science in Mathematics,  
The College of William and Mary

**Danielle Ingram, MSN, RN***Nursing Adjunct*

Master of Science in Nursing-Leadership  
and Management, Western Governors  
University  
Bachelor of Science in Nursing, Florida A&M  
Associate in Arts, Tallahassee Community  
College

**Jillian Jemison, DNP***Nursing Adjunct*

Doctor of Nursing Practice in Women's  
Health Nurse Practitioner, University of  
South Alabama  
Master of Science in Nursing, University of  
South Alabama  
Bachelor of Science in Nursing, University of  
South Florida  
Associate of Science in Nursing, Rasmussen  
College

**Leela Kotha, PhD***Gen Ed Adjunct*

Doctor of Philosophy in Genetics, Texas  
A&M University  
Master of Science in Life Science &  
Biotechnology, Bombay University  
Bachelor of Science in Life Science,  
St. Xavier

**Connie Lindmeier, PhD, MSN, RN***Nursing Adjunct*

Doctor of Philosophy in Nursing, Capella  
University  
Master of Science in Nursing, University of  
Wisconsin  
Associate of Science in Nursing, University  
of Wisconsin

**Karen Lord, DC***Gen Ed Faculty*

Doctor of Chiropractic Medicine, Life  
University  
Bachelor of Arts in American Literature,  
University of Detroit

**Lori Jean Loughridge, MSN, BSN, BA, RN***Nursing Faculty*

Master of Science in Nursing, Walden  
University  
Bachelor of Science in Nursing, University of  
Michigan  
Bachelor of Arts in Criminal Justice,  
Saginaw Valley State University

**Molly McPeck, MSN, RN***Nursing Faculty*

Master of Science in Nursing, Sabal College  
Bachelor of Science in Nursing, Eastern  
Michigan University  
Associate of Applied Science in Nursing,  
West Virginia Northern Community College

**Jacqueline Moore, CCRN, MSN, RN***Nursing Faculty*

Master of Science in Nursing Leadership,  
Western Governors University  
Bachelor of Science in Nursing,  
Keiser University  
Associate of Applied Sciences in Nursing,  
Mohawk Valley Community College

**Megan Olsen, MSN, RN***Nursing Adjunct*

Master of Science in Nursing, American  
Sentinel university  
Bachelor of Science in Nursing, University of  
Central Florida  
Associate of Science in Nursing, Florida  
State College of Jacksonville

**Kathleen Paroda, MSN, RN***Nursing Adjunct*

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

**Kwanza Thomas, PhD, MSN-Ed, RN, CNE, NEA-BC***Gen Ed Adjunct*

Doctor of Philosophy in Nursing Leadership,  
The University of Southern Mississippi  
Master of Science in Nursing Education,  
South University  
Bachelor of Science in Nursing, Auburn  
University - Montgomery

**Disha Treya, PharmD, MPH, MS***Gen Ed Adjunct*

Doctor of Pharmacy, Lake Erie College of  
Osteopathic Medicine  
Master of Public Health, University of South  
Florida  
Master of Science in Microbiology, University  
of South Florida  
Bachelor of Science in Biology, California  
State University

**Stephanie Vega, MSN, FNP-C***Gen Ed Adjunct*

Masters of Science in Nursing - Family Nurse  
Practitioner, Chamberlain College  
Bachelor of Science in Nursing, Southeast  
Missouri State University

**Mary Yockel, EdD, LMHC, LPC***Gen Ed Adjunct*

Doctor of Education in Counseling  
Psychology, Argosy University  
Master of Arts in Forensic Psychology,  
Argosy University  
Bachelor of Science in Psychology, Slippery  
Rock University

## Southfield Campus

### Administration

**Twanda Gillespie, DNP, MSN-Ed, RN, ACNS-BC***Campus President*

Doctor of Nursing Practice, Grand Canyon  
University  
Master of Science in Nursing: Nursing  
Education, Clinical Specialist, University of  
Detroit Mercy  
Bachelor of Science in Nursing, University of  
Detroit Mercy

**Kelli Van Buren, MEd***Dean of General Education*

Master of Education in Educational  
Leadership, Wayne State University  
Bachelor of Arts in English Education,  
Kentucky State University

**Lisa Reed, MA**

*Assistant Dean of General Education Master  
of Arts in Communications, Eastern Michigan  
University  
Bachelor of Arts, Madonna University*

**Sheila Douglas-Collins, MSN***Dean of Nursing*

Master of Science in Nursing - Nurse  
Education, Nurse Administration, University  
of Phoenix  
Bachelor of Science in Nursing, University  
of Phoenix  
Licensed Practical Nurse, Oakland  
Community College

**Dwana Bass, PhD, MSN, RN***Assistant Dean of Nursing*

Doctor of Philosophy in Nursing, Wayne State University  
 Master of Science in Nursing, Wayne State University  
 Bachelor of Science in Nursing, Oakland University  
 Associate of Applied Science in Nursing, Henry Ford College

**Faculty****Youland Awad-Allah, MSN-Ed, RN***Nursing Adjunct*

Masters of Science in Nursing Education, Walden University  
 Bachelor of Science in Nursing, York University

**Donya Ayoub, MSN-Ed, BSN, RN***Nursing Faculty*

Master of Science in Nursing Education, Chamberlain University  
 Bachelor of Science in Nursing, Madonna University

**Alison Bellestri, CNM, DNP, BSN, RNC-EFM***Nursing Adjunct*

Doctor of Nursing Practice, Baylor University  
 Bachelor of Science in Nursing, Grand Valley State University

**Marina Blakely, PhD***Gen Ed Faculty*

Doctor of Philosophy in Biological Sciences, Wayne State University  
 Bachelor of Science in Biological Sciences, Wayne State University

**Allyssa Boddy, MSN, RN, FNP-BC***Nursing Adjunct*

Masters of Science in Nursing, South University  
 Bachelor of Science in Nursing, Oakland University  
 Associate of Applied Science: Nursing, Oakland Community College

**Stefana Bojescu, DNP, FNP-BC, APRN***Nursing Faculty*

Doctor of Nursing Practice, Wayne State University  
 Bachelor of Science of Nursing, University of Detroit Mercy

**Brianna Brand, DNP, RN, SPNP-PC, CNE***Nursing Adjunct*

Doctor of Nursing Practice in Pediatric Nurse Practitioner Primary Care, Wayne State University  
 Bachelor of Science in Nursing, University of Michigan

**Justin Brox, MD***Gen Ed Adjunct*

Doctor of Medicine, American University of the Caribbean  
 Bachelor of Science in Chemistry, University of South Dakota

**Endia Buggs, MSN, RN***Nursing Adjunct*

Masters of Science in Nursing, Capella University  
 Bachelor of Science in Nursing, Capella University  
 Associate Degree of Nursing, Baker College

**Regina Butler, MSN, BSN, FNP, RN***Nursing Adjunct*

Post Master's Certificate Family Nurse Practitioner, South University  
 Master of Science in Nursing, University of Phoenix  
 Bachelor of Science in Nursing, Oakland University  
 Associate of Science in Nursing, Oakland Community College

**Jonaz Byrd, MEd***Gen Ed Adjunct*

Master of Education in Educational Leadership, Concordia University  
 Bachelor of Arts in Elementary Education, Kentucky State University

**Chandra Carr, PhD, MSW***Gen Ed Adjunct*

Doctor of Philosophy in Counseling, Capella University  
 Master of Social Work, University of Michigan

**Darcelle Carson, DNP, MSN, RN-BC, NP-C***Nursing Faculty*

Doctor of Nursing Practice, Wayne State University

**Natisha Clark, MSN, AGPCNP-BC, AACC***Nursing Adjunct*

Master of Science in Nursing, Adult Acute Care Gerontological Nurse Practitioner, Madonna University  
 Bachelor of Science in Nursing, Madonna University

**Donna Cobb, MSN, MBA, BSN***Nursing Adjunct*

Master of Science in Nursing, Adult Gerontology Clinical Nurse Specialist, Eastern Michigan University  
 Master of Business Administration, University of Phoenix  
 Bachelor of Science in Nursing, University of Detroit  
 Associate of Science in Nursing, Wayne County Community College

**Kathy Cope, MSN, RN***Nursing Adjunct*

Master of Science in Nursing, Grand Valley State University  
 Bachelor of Science in Nursing, Michigan State University

**Allison Cutler, DNP, FNP-BC***Nursing Faculty*

Doctor of Nursing Practice, Michigan State University  
 Bachelor of Science in Nursing, Michigan State University

**Kayla Daniels, BS, MS***Gen Ed Adjunct*

Master of Science Biological Chemistry, University of Michigan - Ann Arbor  
 Bachelor of Science in Biomedical Sciences, Grand Valley State University

**Amy Denyes Green, MSN, AGPCNP-BC***Nursing Adjunct*

Master of Science in Nursing, Adult Acute care Gerontological Nurse Practitioner, Madonna University  
 Bachelor of Science in Nursing, University of Michigan  
 Associate of Applied Science Nursing, Oakland Community College

**Brooke Eisele, MSN, RN***Nursing Faculty*

Master of Science in Nursing, Chamberlain University  
 Bachelor of Science in Nursing, Chamberlain University  
 Associate Degree of Science in Nursing, Baker College

**Midge Elkins, PhD, RNC-OB***Nursing Adjunct*

Doctor of Philosophy in Nursing, Capella University  
 Master of Science Nursing Administration, Madonna University  
 Master of Business Administration, University of Dallas

**Sarah Esch, MSN, AGACNP-BC***Nursing Faculty*

Adult-Gerontology Acute Care Nurse Practitioner in Mental Health Nursing Practitioner, Kent State University  
 Master of Science in Nursing, Walden University  
 Associate of Applied Science, Schoolcraft College

**Nicole Fenner, MSN-Ed, BSN, RN***Nursing Adjunct*

Master of Science in Nursing Education,  
Chamberlain College of Nursing  
Bachelor of Science in Nursing, Chamberlain  
College of Nursing  
Associate of Science in Nursing, Wayne  
County Community College

**Regina Ferguson, FNP, RN***Nursing Adjunct*

Master of Family Nurse Practitioner,  
Chamberlain College  
Bachelor of Science in Nursing  
Chamberlain College  
Associate in Nursing, Mott Community  
College

**Kimberly Finch, MSN, BSN, RN***Nursing Adjunct*

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

**Josephine Foley, MSN, CCM, RN***Nursing Adjunct*

Master of Science in Nursing,  
University of Michigan  
Bachelor of Science in Nursing,  
University of Michigan

**Kai Forte, MSN, RN***Nursing Adjunct*

Masters of Science in Nursing,  
Walden University  
Bachelor of Science in Nursing,  
University of Michigan, Flint MI  
Associate Degree of Nursing, Mott  
Community College, Flint MI

**Angela Gogolowski, DNP, MBA, RN-CNE***Nursing Faculty*

Doctor of Nursing Practice,  
Madonna University  
Master of Science in Nursing,  
University of Phoenix  
Master of Business Administration,  
University of Phoenix  
Bachelor of Science in Nursing,  
Madonna University

**Christine Grant, MS***Gen Ed Adjunct*

Master of Science in General Science,  
Eastern Michigan University  
Bachelor of Science in Education,  
Wayne State University

**Susan Hallinan, MSN***Nursing Adjunct*

Master of Science in Nursing, Saginaw Valley  
State University  
Bachelor of Science in Nursing, University of  
Michigan

**Brandy Harper, EdD***Gen Ed Adjunct*

Doctor of Education in Educational  
Leadership, University of the Cumberland  
Education Specialist in Supervisor of  
Instruction, University of the Cumberland  
Master of Arts in Mathematics Education,  
Western Governors University  
Bachelor of Arts in Mathematics, Western  
Governors University

**Kimberly Harper, MA***Gen Ed Adjunct*

Master of Arts in Secondary English  
Education, Wayne State University  
Bachelors of Arts in History,  
Oakland University

**Delores Harrison, MSN, RN***Nursing Adjunct*

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

**Alexandria Harrison, MSN, RN***Nursing Adjunct*

Master of Science in Nursing,  
University of Detroit Mercy  
Bachelor of Science in Nursing,  
University of Detroit Mercy

**Teeka Hayes, MSN, RN***Nursing Adjunct*

Master of Science in Nursing, Chamberlain  
University  
Associate of Applied Science in Nursing,  
Hondros College of Nursing

**Rachelle M. Hecht, MS, BS***Gen Ed Adjunct*

Masters of Science in Biology, University of  
Michigan  
Bachelor of Science in Molecular Biology &  
Medical Technology, University of Michigan

**Jessica Henson, DNP, MSN-Ed, RN***Nursing Adjunct*

Doctor of Nursing Practice, Madonna  
University  
Master of Science in Nursing: Nursing  
Education, Chamberlain University  
Bachelor of Science in Nursing, Madonna  
University

**Tiara Hicks, MSN, PMHNP, RN***Nursing Faculty*

Master of Science in Psychiatric Mental  
Health Nurse Practitioner, Wayne State  
University  
Bachelor of Science in Nursing, University of  
Detroit Mercy

**Katherine Hunter Wallace, MSN, RN***Nursing Adjunct*

Master of Science in Nursing, Patient  
Safety & Quality, Southern New Hampshire  
University  
Bachelor of Science in Nursing, Oakland  
University  
Diploma of Science in Nursing, St. Clair  
College of Applied Arts & Technology

**Laura James, MA, BA***Gen Ed Adjunct*

Master of Arts in Teaching in Secondary  
Mathematics Education, Wayne State  
University  
Bachelor of Arts in Mathematics, Oakland  
University  
Associate in General Studies, Macomb  
Community College

**Ashley Jennings, MSN-Ed, RN***Nursing Adjunct*

Master of Science in Nursing: Nursing  
Education, Aspen University

**Theresa Johnson, DNP, MS, RN, FNP-BC***Gen Ed Adjunct*

Doctorate in Nursing Practice,  
Chamberlain University  
Masters of Science in Nursing,  
University of Rochester  
Bachelor of Science in Nursing,  
University of Rochester

**Marva Joseph, MSN, FNP-C***Nursing Adjunct*

Master of Science in Nursing,  
Walden University  
Bachelor of Science in Nursing,  
Eastern Michigan University  
Associate of Applied Science in Nursing,  
Wayne Community College

**Mary Kocenda, MSN, BSN, ACNP, RN***Nursing Adjunct*

Master of Science in Nursing Acute Care  
Nurse Practitioner, Wayne State University  
Bachelor of Science in Nursing,  
University of Michigan - Flint

**Michelle Kyota, MSN, RN***Nursing Faculty*

Master of Science in Nursing,  
Frontier Nursing University  
Associates Degree of Nursing,  
Washtenaw Community College

**Mary Lee, PhD***Gen Ed Adjunct*

Doctor of Philosophy in Biology, University  
of Michigan  
Master of Science in Cell Biology, University  
of Cincinnati



**Erika Leone, MSN, APRN, FNP-C***Nursing Adjunct*

Master of Science in Nursing - FNP,  
University of Michigan  
Bachelor of Science in Nursing, Western  
Michigan University

**Lacinda Luke, MSN, BSN, RN***Nursing Adjunct*

Master of Science in Nursing: Nursing  
Informatics, Walden University  
Bachelor of Science in Nursing, University of  
Detroit Mercy  
Associate of Science, Wayne County  
Community College

**Charles Maddox, DNP-EDLS, MSN, RN***Nursing Adjunct*

Doctor of Nursing Practice in Nursing  
Education & Leadership, Chamberlain  
University  
Master of Science in Nursing, Chamberlain  
University  
Bachelor of Science in Nursing, Chamberlain  
University

**Erin Micale-Sexton, DNP, MSN, RN, CNL***Nursing Adjunct*

Doctor of Nursing Practice, Yale University  
Master of Science in Nursing: Advanced  
Generalist, Grand Valley State University  
Bachelor of Science in Nursing,  
Grand Valley State University

**Lanora Miles, MA***Gen Ed Adjunct*

Master of Arts in Teaching,  
Wayne State University  
Bachelor of English Studies,  
Eastern Michigan University

**Paul Moga, PhD***Gen Ed Adjunct*

Doctor of Philosophy in Kinesiology,  
University of Michigan  
Master of Science in Biomechanics, Michigan  
State University

**Jacqueline Moody, PhD, RN, ACNS-BC***Nursing Adjunct*

Doctor of Philosophy in Nursing, Wayne  
State University  
Master of Science in Nursing Education/  
Adult-Clinical Nurse Specialist, University of  
Detroit Mercy  
Associate Degree in Nursing, Wayne County  
Community College

**Jessica Mousel, MSN-Ed, BSN, RN***Nursing Adjunct*

Masters of Science in Nursing Education,  
Walden University  
Bachelor of Science in Nursing, Davenport  
University

**Allison Noland, MSN-Ed, BSN, RN***Nursing Adjunct*

Masters of Science in Nursing Education,  
Liberty University  
Bachelor of Science in Nursing, Texas  
Christian University

**Rachael Olson, MSN-Ed, BSN, CHSE, RN***Nursing Simulation Lab Manager*

Masters of Science in Nursing Education,  
Spring Arbor University  
Bachelor of Science in Nursing, Oakland  
University  
Associate in Nursing, Schoolcraft College

**Brandi Otto, DNP, MSN-Ed, RN***Nursing Adjunct*

Doctor of Nursing Practice, Grand Canyon  
University  
Master of Science in Nursing Education,  
South University  
Bachelor of Science in Nursing, University  
of Phoenix

**Miriam Parchaman, MSN-Ed, BSN, RN***Nursing Adjunct*

Masters of Science in Nursing Education,  
University of Phoenix-OLS  
Bachelor of Science in Nursing,  
University of Phoenix-OLS  
Associate of Applied Science: Nursing,  
Brown Mackie College (Salina)

**Emily Pawlowski, MSN, BSN, RN***Nursing Adjunct*

Master of Science: Nursing Clinical Systems  
Leadership, University of Arizona  
Bachelor of Science in Nursing, University of  
Michigan  
Associate of Applied Science in Nursing,  
Wayne County Community College

**Zareh Payaslian, MA***Gen Ed Adjunct*

Master of Arts in Political Science, George  
Washington University  
Bachelor of Arts in History, Wayne State  
University  
Clear Michigan & California Single Subject  
(Social Science) Teacher Credential, Loyola  
Marymount University - Los Angeles

**Janay Payne, MSN-Ed, BSN, RN***Nursing Adjunct*

Master of Science in Nursing: Nursing  
Education, Aspen University  
Bachelor of Science in Nursing, Aspen  
University  
Associate of Applied Science in Nursing,  
Mott Community College, Flint MI

**Carmina Pouncy, DNP, RN-BC, HN-BC***Nursing Adjunct*

Doctorate of Nursing Practice,  
Chamberlain University  
Master of Science Nursing,  
Walden University  
Associate of Applied Science Nursing,  
Wayne County Community College

**Tosha Powe, MSN-Ed, BSN, RN***Nursing Faculty*

Master of Science in Nursing: Nursing  
Education, Chamberlain College of Nursing  
Bachelor of Science in Nursing, Chamberlain  
College of Nursing  
Associate of Applied Science in Nursing,  
Wayne County Community College District

**Brian K. Rosso, MS, RD***Gen Ed Adjunct*

Master of Science in Veterinary Medicine/  
Food Safety, Michigan State University  
Bachelor of Science in Dietetics,  
Western Michigan University

**Chanta Stanley, DNP, BSN, RN***Nursing Adjunct*

Doctor of Nursing Practice, Wayne State  
University  
Bachelor of Science in Nursing, Oakland  
University

**Dawn Spratke, DNE, RN***Nursing Adjunct*

Doctorate of Nursing Education,  
Northcentral University  
Masters of Science in Nursing,  
University of Phoenix  
Bachelor of Science in Nursing,  
Madonna University  
Education Specialist Degree,  
Northcentral University

**Kinjal Talati, DNP, ACNP-BC, FNP-BC***Nursing Adjunct*

Doctorate of Nursing Practice,  
Wayne State University  
Bachelors of Science in Nursing,  
Madonna University  
Associates in Science, Schoolcraft College

**Allyssa Thomas-Cooper, MS***Gen Ed Adjunct*

Master of Science in Biology,  
University of Michigan - Flint  
Bachelor of Science in Biology,  
University of Michigan - Flint

**Sheryl Thomas-Cooper, MSN, BSN, RN***Nursing Adjunct*

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

**Pamela Walcott, EdD, MA, BA***Gen Ed Adjunct*

Doctor of Education in Organizational Leadership, Argosy University  
 Masters in Sports Exercise Psychology, Argosy University  
 Bachelor in Psychology, Saint Leo University

**Monetha Williams, PsyD***Gen Ed Adjunct*

Doctor of Psychology, Michigan Professional School of Psychology  
 Masters of Arts in Counseling & Guidance, University of Detroit - Mercy  
 Bachelor of Arts in Education, University of Detroit - Mercy

**Martha Winfield, MSN-Ed***Nursing Adjunct*

Master of Science in Nursing Education , Walden University  
 Bachelor of Science in Nursing, University of Detroit Mercy

**Leigha Young, MSN, BSN, RN***Nursing Faculty*

Masters of Science in Nursing, Chamberlain University  
 Bachelor of Science in Nursing, Davenport University

**Staff****Cyndey Andrew, MS***Academic Support Coordinator*

Master of Science in Fisheries and Wildlife, Michigan State University  
 Bachelor of Arts in Arts and Humanities, Michigan State University  
 Bachelor of Science in Fisheries and Wildlife, Michigan State University  
 Certification in Gender, Justice, and Environmental Change, Michigan State University  
 Certification in Peace Building in Post Conflict Nations, Kosovo International Academy

**Jasmine Hardwick***Academic Records Coordinator*

Associates of Arts, Marygrove College

**Allison Helwig, BS***Student Achievement Manager*

Bachelor of Science in Education: Integrated Science & Elementary Education, Central Michigan University

**Sarah Knight, MS, BS***Academic Records Manager*

Master of Science in Mental Health Counseling , University of Phoenix  
 Bachelor of Science in English, Psychology, & Teacher Education, Michigan State University

**Dana Levitan, BS***Student Achievement Coach*

Bachelor of Science in Psychology, Western Michigan University

**St. Louis Campus****Administration****Sharen Lacayo, DNP, MSN-ED, RN***Senior Campus President*

Doctor of Nursing Practice, Chamberlain University  
 Master of Science in Nursing: Nursing Education, Grand Canyon University  
 Bachelor of Science in Nursing, Brigham Young University

**Lanette Stuckey, PhD, MBA-HM, MSN, RN***Assistant Campus President & Dean of Nursing*

Doctor of Philosophy in Nursing Education, Capella University  
 Master of Business Administration in Healthcare Management, Western Governors University  
 Master of Science in Nursing, Purdue University Global  
 Bachelor of Science in Nursing, Lakeview College of Nursing

**Eli Stav, PhD, MS, BA***Dean of General Education*

Doctor of Philosophy in Occupational Science, Towson University  
 Master of Science in Industrial/Organizational Psychology , Kansas State University  
 Bachelor of Arts in Psychology , Florida Atlantic University

**Lulu Brinkley, MBA***Sr. Executive Director of Enrollment Services*

Master of Business Administration, Western Governors University  
 Bachelor of Arts in Psychology, University of Missouri

**Dana Glover***Director of Financial Aid***Faculty****Tamara Abou-Antoun, PhD, BS***Gen Ed Adjunct*

Doctor of Philosophy in Biomedical Sciences, George Washington University  
 Bachelor of Science in Sciences, Victoria University

**Brandi Brady, MSN, RN***Nursing Faculty*

Master of Science in Nursing, Chamberlain University  
 Bachelor of Science in Nursing, Barnes-Jewish College of Nursing

**Garret Bubela, MPA, BSN***Gen Ed Adjunct*

Master of Public Administration, Sam Houston State University  
 Bachelor of Science in Nursing, The University of Texas at Arlington  
 Bachelor of Science in Criminal Justice, University of Houston-Victoria

**Kevin Coakley, JD, MA, BS***Gen Ed Adjunct*

Juris Doctor, Florida State University  
 Master of Arts in Political Science, Florida Atlantic University  
 Bachelor of Science in Political Science/Business Administration, Florida State University

**Abbey Dickinson, MSN-Ed, BSN***Nursing Faculty*

Master of Science in Nursing Education, Western Governors University  
 Bachelor of Science in Nursing, University of Central Missouri

**Benedict Dumonceaux , MS, BS***Gen Ed Adjunct*

Master of Science in Systems Management , University of Southern California  
 Bachelor of Science in Psychology, St. John's University

**Ebony Fisher, MSN, RN***Nursing Faculty*

Master of Science in Nursing, Walden University  
 Bachelor of Science in Nursing, Southeast Missouri State University

**Kelly Fitzgerald, DNP, MSN, BA***Gen Ed Adjunct*

Doctor of Nursing Practice, Rush University  
 Master of Science in Nursing: Women's Health Nurse Practitioner, University of Illinois Chicago  
 Bachelor of Arts in Spanish & Sociology, St. Louis University

**Tara Graham, DNP, RN***Nursing Faculty*

Doctor of Nursing Practice, Carlow University  
 Master of Science in Nursing, University of Pittsburgh  
 Bachelor of Science in Nursing, West Chester University of Pennsylvania

**Ornisha Harris, MEd, BS***Gen Ed Adjunct*

Master of Education in Curriculum and Instruction, Grand Canyon University  
 Bachelor of Science in Education, Harris-Stowe State University

**Aimee Jokerst, DC, BS***Gen Ed Adjunct*

Doctor of Chiropractic, Logan College of Chiropractic  
 Bachelor of Science in Human Biology, Logan College of Chiropractic

**Leah Lesage, DNP, RN***Nursing Faculty*

Doctor of Nursing Practice, Capella University  
 Master of Science in Nursing, Capella University  
 Bachelor of Science in Nursing, New Mexico State University

**Katrina Marnin, Ed.D., MS***Gen Ed Adjunct/Academic Records Manager*

Doctor of Education in Health Professions Education, Logan College of Chiropractic  
 Master of Science in Organization Management, Russell Sage College  
 Bachelor of Science in English, State University of New York Oneonta

**Kayode Matthew, MPH, BM***Gen Ed Adjunct*

Master of Public Health, Epidemiology/Biostats, Washington University, St. Louis  
 Bachelor of Medicine, Medicine/Surgery, Obafemi Awolowo University

**Meghan Pearson, MS, RD***Gen Ed Adjunct*

Master of Science in Dietetics, Eastern Michigan University  
 Bachelor of Arts in French and Francophone Studies, Pennsylvania State University

**Marilyn Ricco, MEd, BA***Gen Ed Adjunct*

Master of Science in Education, Adolescence Education: English, College of Staten Island  
 Bachelor of Arts in English, College of Staten Island

**Natasha Rieder, MSN, RN***Nursing Faculty*

Master of Science in Nursing, Lindenwood University  
 Bachelor of Science in Nursing, Maryville University

**Suzanne Rodgers, MSN-Ed, RN***Nursing Faculty*

Master of Science in Nursing Education, Chamberlain University  
 Bachelor of Science in Nursing, Chamberlain University  
 Associate of Science in Nursing, College of Lake County

**Lisa Simani, MS, PMHNP-C, CHCP***Nursing Faculty*

Post Masters Certificate, Psychiatric Mental Health, University of Missouri-St. Louis  
 Master of Science in Nursing, Adult Nurse Practitioner, Andrews University  
 Bachelor of Science in Nursing, Edgewood College

**Nicole Stewart, PsyD, MA***Gen Ed Adjunct*

Doctor of Psychology, Clinical Psychology, Carlos Albizu University  
 Master of Arts in Clinical Psychology, Pepperdine University

**Khia Thomas, PhD***Gen Ed Adjunct*

Doctor of Philosophy in Psychology, University of Michigan  
 Master of Science in Psychology, University of Michigan

**Jennifer Vance, PhD, MA, BS***Gen Ed Adjunct*

Doctor of Philosophy in Chemistry and Nanotechnology, Graduate Center, City University of New York  
 Master of Arts in Organic Chemistry, Harvard University  
 Bachelor of Science in Chemistry, University of California, Irvine

**Yanet Velazquez-Marichal, DNP, RN***Nursing Faculty*

Doctor of Nursing Practice, Florida International University  
 Master of Science in Nursing, Florida International University  
 Bachelor of Science in Nursing, Miami Dade College

**Bria Wheeler, MSN, RN***Nursing Faculty*

Master of Science in Nursing Informatics, Chamberlain University  
 Bachelor of Science in Nursing, University of Missouri-Kansas City

**Staff****Antoinette Ulses, MFA, BS***Academic Support Coordinator*

Master of Fine Arts in Creative Writing, Lindenwood University  
 Bachelor of Science in Education, University of Central Missouri

**Abby Wheatley, MS***Student Achievement Coach*

Master of Science in Library & Information Science, University of Illinois at Urbana  
 Master of Arts in Creative Writing, Southern Illinois University  
 Bachelor of Arts in English, Southern Illinois University

**Tampa Campus****Administration****Lisa Cantlebury, MEd***Campus President*

Master of Education, Ashland University  
 Bachelor of Science in Computer Science, Ohio Dominican University

**Cam Felismino, PhD, RN***Dean of Nursing*

Doctor of Philosophy in Nursing Education, Walden University  
 Master of Science in Nursing, Xavier University  
 Bachelor of Science in Nursing, San Juan De Dios College

**Frances Carreras, MEd***Dean Of General Education*

Master of Education, University of South Florida  
 Bachelor of Arts, University of South Florida

**Faculty****Lacy Almeida, MSN, PMHNP-BC***Nursing Adjunct*

Master of Science in Nursing, California State University  
 Bachelor of Science in Nursing, University of Alabama

**Estella Neizer-Ashun, DNP, RN***Nursing Faculty*

Doctor of Nursing Practice, University of Cincinnati  
 Master of Science in Nursing, Nursing University of Washington  
 Bachelor of Science in Nursing, University of Victoria

**Jestila Aysun, MSN, RN***Nursing Adjunct*

Master of Science: Nursing,  
Capella University  
Bachelor of Science: Nursing,  
Western Governors University  
Associate of Science in Nursing (ASN),  
Miami Dade College

**Shanequa Banks, MS***Gen Ed Adjunct*

Master of Science in Psychology,  
University of Phoenix  
Bachelor of Arts in Sociology,  
University of Florida

**Analisa Campomanes-Bueno, DNP, RN***Nursing Adjunct*

Doctor of Nursing: Practice: Educational  
Leadership, American Sentinel University  
Master of Science: Nursing,  
University of Phoenix  
Associate in Science: Nursing,  
St. Petersburg College

**Patricia Clement, MSN, RN***Nursing Faculty*

Master of Science: Nursing,  
Walden University  
Bachelor of Science: Nursing,  
Saint Petersburg College

**Angel Cruz, MD***Gen Ed Faculty*

Doctor of Medicine,  
University Iberoamericana Unibe  
Bachelor of Science: Biology,  
University Interamericana of Puerto Rico

**Michelle Evans, MSN, RN***Nursing Simulation Lab Manager*

Master of Science in Nursing & Clinical  
Systems Leadership,  
University of Arizona  
Bachelor of Arts in Spanish,  
Purdue University  
Associate Degree in Nursing,  
Mesa Community College

**Kenlie Fite, DPH***Gen Ed Adjunct*

Doctor of Public Health, Tulane University  
Master of Public Health, Tulane University  
Bachelor of Arts in Public Relation, Health &  
Wellness, Tulane University

**Marta Franze, MSN, RN***Nursing Adjunct*

Master of Science in Nursing, Capella  
University  
Bachelor of Science in Nursing, Capella  
University

**Rebecca Gabriel, MSN, RN***Nursing Adjunct*

Master of Science in Nursing, American  
Public University System  
Bachelor of Science in Nursing, George  
Mason University

**Yvette Gomez, MSN, RN***Nursing Adjunct*

Master of Science in Nursing , Chamberlain  
University  
Associate of Science in Nursing, Galen  
College of Nursing

**Girvan Gopie, MSN, RN***Nursing Adjunct*

Master of Science in Nursing Leadership &  
Management , Grand Canyon University  
Bachelor of Science in Nursing, Grand  
Canyon University

**Sandra Graham, MEd***Gen Ed Adjunct*

Master of Education: Educational  
Leadership, American College of Education  
Bachelor of Science in Education: Social  
Studies, Bowling Green State University

**Christopher Greene, JD***Gen Ed Adjunct*

Juris Doctorate, Cleveland State University  
Bachelors of Arts: Political Science &  
History, Case Western Reserve University

**Susan Hallinan, MSN, RN***Nursing Adjunct*

Master of Science in Nursing , Saginaw  
Valley State University  
Bachelor of Science in Nursing, The  
University of Michigan

**Maria Henry, MSN, RN***Nursing Adjunct*

Master of Science in Nursing, Nova  
Southeastern University  
Bachelor of Science, Coastal Carolina  
University

**Kerine Hinds, MSN, RN***Nursing Faculty*

Master of Science in Nursing, University of  
Memphis  
Bachelor of Science, Andrews University

**Amanda Hysell, MSN, RN***Nursing Adjunct*

Master of Science in Nursing, Walden  
University  
Bachelor of Science in Nursing, Walden  
University  
Associate Degree in Nursing, Galen College  
of Nursing

**Julie Jelinek***Gen Ed Adjunct*

Master of Arts: English,  
The University of Akron  
Bachelor of Arts: English,  
The University of Akron

**Jackie Jones, DNP, MSN-Ed, RNC-OB***Nursing Adjunct*

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

**Jacqueline Kimball, FNP-C, MSN***Nursing Adjunct*

Master of Science in Nursing & Family  
Practice, Governors State University

**Hannah Lamp, MSN, WHNP,CNM, BSN, RN***Nursing Adjunct*

Master of Science in Nursing , Georgetown  
University  
Bachelor of Science in Nursing, Platt College  
of Nursing

**Alexandra Lao, DC***Gen Ed Adjunct*

Doctor of Chiropractic, Palmer College of  
Chiropractic Florida Campus  
Bachelor of Science in Biomedical Sciences,  
Interamerican University of Puerto Rico

**D'Arcie Lennard***Gen Ed Adjunct*

Education Specialist: Curriculum and  
Instruction, The University of West Florida  
Master of Science in Administration:  
Educational Leadership,  
The University of West Florida  
Bachelor of Arts: English,  
The University of West Florida

**Constance Lower, MSN, RN***Nursing Adjunct*

Master of Science in Nursing, Chamberlain  
University  
Bachelor of Science in Nursing, Western  
Governors University  
Associate of Science, Goodwin University

**Isabel Lozano, MSN, RN***Nursing Adjunct*

Master of Science: Education,  
Sabal College  
Bachelor of Science: Nursing,  
Grand Canyon University  
Associate Degree in Nursing,  
Jersey College School of Nursing



**Lauren Mingari, MSN, RN***Nursing Adjunct*

Master of Science in Nursing, Walden University

Bachelor of Science in Nursing, Rasmussen University

**Nicole Morrill, PhD***Gen Ed Adjunct*

Doctor of Philosophy, University of South Florida

Master of Science in Medical Science, University of South Florida

Bachelor of Science in Microbiology, University of Florida

**Nadya Ogboh, MSN, RN***Nursing Adjunct*

Master of Science in Nursing, Chamberlain University

Bachelor of Science in Nursing, Chamberlain University

**Tiffany Paolino, MSN, RN***Nursing Adjunct*

Master of Science: Nursing Education, Western Governors University

Bachelor of Science: Nursing, Quinnipiac University

**Jo-Andra Payne, MSN, RN***Nursing Adjunct*

Master of Science in Nursing, Nova Southeastern University

Bachelor of Science in Nursing, Galen College of Nursing

Associate of Science, Galen College of Nursing

**Lisa Pongratz, MSN, RN***Nursing Faculty*

Master of Science in Nursing: Nursing Education, Chamberlain University

Bachelor of Science in Nursing, Gannon University

**Shannon Porterfield, MSN, BSN, RN***Nursing Faculty*

Master of Science in Nursing: Nursing Education, Western Governors University

Bachelor of Science in Nursing, Rasmussen University

Associate of Science in Nursing, Rasmussen University

**Robbin Rawlins, MSN, RN***Nursing Faculty*

Master of Science: Nursing, University of Phoenix

Master of Business Administration: Health Care Management, University of Phoenix

Bachelor of Science: Nursing, Seton Hall University

**Carlton Scott, BSN, RN***Nursing Adjunct*

Bachelor of Science: Nursing, Florida Gulf Coast University

Masters of Arts, University of South Florida

**Shirley Stamford, MSN, RN***Nursing Adjunct*

Master of Science in Nursing, University of Phoenix

Bachelor of Science in Nursing, Carlow University

**Laurie Stark, PhD, MSN***Nursing Adjunct*

Doctor of Philosophy: Nursing, University of Central Florida

Master of Science: Nursing, University of South Florida

Bachelor of Science: Nursing, University of South Florida

Associate Degree in Nursing, North Central Michigan College

**Gail Stewart, PhD***Gen Ed Adjunct*

Doctor of Philosophy: Math Education, University of South Florida

Master of Education, University of Florida

Bachelor of Arts: Education, University of Florida

**Christine (Crissy) Stolar, MSN, RN***Nursing Adjunct*

Master of Science in Nursing, Jacksonville University

Bachelor of Science in Nursing, St. Petersburg College

**Jeff Tabor, DNP, RN***Nursing Faculty*

Doctor of Nursing Practice, South University

Master of Science: Nursing, Walden University

Bachelor of Science: Nursing, Valdosta State University

**Alexis Ulseth, MA***Gen Ed Adjunct*

Master of Arts in Teaching, University of South Florida

Bachelor of Science in Chemistry, University of Florida

**Erik Usher, MSN, RN***Nursing Adjunct*

Master of Science in Nursing, Western Governors University

Bachelor of Science, Western Governors University

**David Valte, MD***Gen Ed Adjunct*

Doctor of Medicine, University of the Philippines

Master of Health Administration, Ohio University

Bachelor of Arts in Psychology, University of the Philippines

**Sudipta Veeramachaneni, PhD***Gen Ed Adjunct*

Doctor of Philosophy in Nutritional Biochemistry &amp; Metabolism, Tufts University

**Marcia Willie, MSN, RN***Nursing Adjunct*

Master of Science in Nursing, Lehman College

Associate in Applied Science, New York City College of Technology

**Susan Yelvington, MEd***Gen Ed Adjunct*

Master of Education in Curriculum &amp; Instruction, Grand Canyon University

Bachelor of Science in Elementary Education, Florida Southern College

Math &amp; English Content Area Instruction Certificate, American College of Education

**Staff****Adam Licata-Tamayo, BS***Academic Support Coordinator*

Bachelor of Science in Microbiology and Cell Sciences, University of Florida - Online Pathway

Associates of Arts in Pre-Pharmacy, Hillsborough Community College

**Abdul Roux, MA***Student Achievement Coach*

Master of Arts in Public Administration, Keller Graduate School of Management

Bachelor of Science in Criminal Justice, Tennessee State University

## Tempe Campus

### Administration

#### **Maria Dezenberg, PhD, MA**

*Campus President*

Doctor of Philosophy in Leadership & Change, Antioch University  
Master of Arts in Leadership & Change, Antioch University  
Master of Arts in International Relations, University of San Diego  
Bachelor of Arts in International Relations, Eastern Washington University

#### **Courtney Cummins, MPA, BS**

*Executive Director of Enrollment Services*  
Master of Public Administration, George Washington University  
Bachelor of Science in Criminal Justice, Radford University

#### **Shannon Olson, DNP, MSN, RN**

*Dean of Nursing*

Doctor of Nursing Practice, Post University  
Master of Science in Nursing, Grand Canyon University  
Bachelor of Science in Nursing, St. Catherine University

#### **Jessica DeVore, MSN-Ed, RN**

*Assistant Dean of Nursing*

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

#### **Maili Torres, MSN, RN, CNE**

*Assistant Dean of Nursing*

Master of Science in Nursing, Grand Canyon University  
Bachelor of Science in Nursing, University of Texas-El Paso

#### **Emily Canale, DNP, NP-C, RN, CNE, CHEP**

*Assistant Dean of Nursing*

Doctor of Nursing Practice, Post University  
Master of Science in Nursing - Family Nurse Practitioner, Upstate Medical University  
Bachelor of Science in Nursing, Upstate Medical University  
Associate in Applied Science in Nursing

#### **Parveen Shaik, MBA, BS**

*Dean of General Education*

Master of Business Administration, Grand Canyon University  
Bachelor of Science in Microbiology, Acharya Nagarjuna University

#### **Stephanie Purk, BA**

*Regional Director of Financial Aid*

Bachelor of Arts in Business, Western International University

#### **Bradley Klein, MBA, BS**

*Director of Financial Aid*

Master of Business Administration, University of Phoenix  
Bachelor of Science in Business/Finance, University of Phoenix

### Faculty

#### **Joby Abraham, MSN-Ed, RN, CCRN**

*Nursing Adjunct*

Master of Science in Nursing Education, Grand Canyon University  
Bachelor of Science in Nursing, All India Institute of Medical Services

#### **Lisa Alery, MSN, RN**

*Nursing Faculty*

Master of Science in Nursing: Nursing Education, Capella University  
Bachelor of Science in Nursing, Mt. Carmel College of Nursing

#### **Deanna Amador, MSN-Ed, RN**

*Nursing Faculty*

Master of Science in Nursing: Nursing Education, American Sentinel College of Nursing  
Bachelor of Science in Nursing, American Sentinel College of Nursing

#### **Cynthia Ambrocio, MSN, RN**

*Nursing Adjunct*

Master of Science in Nursing, Grand Canyon University

#### **Jayson Angell, MEd**

*Gen Ed Adjunct*

Master of Education in Learning Design and Technologies, Arizona State University  
Bachelor of Arts in Education: Secondary Education, Mathematics, Arizona State University

#### **Emily Austin, MSN, RN**

*Nursing Adjunct*

Master of Science in Nursing, Arizona State University  
Bachelor of Science in Nursing, Arizona State University

#### **Wendi Ayers, MSN, RN**

*Nursing Adjunct*

Master of Science in Nursing: Nursing Education, Western Governors University  
Bachelor of Science in Nursing, Alverno College

#### **Arielle Bakheit, MSN, RN, CNM**

*Nursing Adjunct*

Master of Science: FNU-Nurse Midwifery, Frontier Nursing University  
Bachelor of Science in Nursing, Grand Canyon University

#### **Lynnette Balentine**

*Gen Ed Adjunct*

Doctor of Naturopathic Medicine, Southwest College of Naturopathic Medicine  
Bachelor of Science in Biology, Arizona State University  
Associate of Arts in General Studies, Mesa Community College

#### **Omar Barba, MSN-Ed, RN**

*Nursing Adjunct*

Master of Science in Nursing Education, Western Governors University  
Bachelor of Science in Nursing, Western Governors University

#### **Esme Barba-Hernandez, MSN-Ed, RN**

*Nursing Adjunct*

Master of Science in Nursing Education, Western Governors University

#### **Anthony Bergstorm, MS**

*Gen Ed Adjunct*

Master of Science in Psychology, Grand Canyon University  
Bachelor of Science in Exercise Science, Grand Canyon University

#### **Lauren Bisswurm, MSN, FNP-C**

*Nursing Adjunct*

Master of Science in Nursing - Family Nurse Practitioner, Grand Canyon University  
Bachelor of Science in Nursing, Grand Canyon University

#### **Jacqueline Brodek**

*Gen Ed Adjunct*

Masters of Science in Psychology, Grand Canyon University  
Bachelor of Science in Psychology and Criminal Justice, University of Evansville

#### **Sonia Bucknor, MSN, RN, CPNP, CNEC**

*Nursing Faculty*

Master of Science in Nursing, Arizona State University  
Bachelor of Science in Nursing, Southern Adventist University

#### **David Bunzell, MSN-Ed, BSN, PCCN, RN**

*Nursing Faculty*

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

#### **Amanda Busch, FNP-C, RN**

*Nursing Adjunct*

Master of Science in Nursing, Family Nurse Practitioner, University of Phoenix  
Master of Science in Healthcare Delivery, Arizona State University

**Brittney Cantano, MSN-Ed, RN***Nursing Adjunct*

Master of Science in Nursing Education,  
Arizona State University  
Bachelor of Science in Nursing, Arizona  
State University

**Kalla Carlton, DNP, CNM, APRN***Nursing Adjunct*

Doctor of Nursing Practice: Nurse-Midwife,  
University of Washington  
Bachelor of Science in Nursing, Texas  
Christian University

**Louie Catabay, MSN-LHS, MBA, RN***Nursing Faculty*

Master of Business Administration, Grand  
Canyon University  
Master of Science in Nursing Leadership  
in Health Care Systems, Grand Canyon  
University  
Bachelor of Science in Nursing, Grand  
Canyon University

**Kristie Ceccarelli, MSN-Ed, RN, C-EFM***Nursing Adjunct*

Master of Science in Nursing: Nursing  
Education, Western Governors University

**Emily Chaffin, MA***Gen Ed Adjunct*

Master of Arts in English,  
Arkansas State University  
Bachelor of Arts in English/Journalism,  
Faulkner University  
Associate of Arts in General Studies,  
Crowley's Ridge College

**Beverly Copoulos, MSN, RN-BC, CCRN***Nursing Adjunct*

Master of Science in Nursing,  
University of Phoenix

**Suzanne Cordeiro, MSN-Ed, MEd, RN***Nursing Adjunct*

Master of Science in Nursing: Nursing  
Education, Grand Canyon University  
Master of Education - Special Education,  
Northern Arizona University  
Master of Education in Educational  
Leadership-School Leadership (MED),  
Northern Arizona University  
Bachelor of Science in Nursing,  
Northern Arizona University

**Daniel Couch, MSN, RN, AGPCNP-BC***Nursing Faculty*

Master of Science in Nursing - Adult-  
Gerontology Primary Care NP, Vanderbilt  
University  
Bachelor of Arts in Psychology, Lee  
University

**Amanda Curtsinger, DNP, BSN***Nursing Adjunct*

Doctor of Nursing Practice: BSN to DNP,  
Capella University  
Bachelor of Science in Nursing,  
Bellarmine University

**Rachelle Davis, MSN, RN***Nursing Adjunct*

Master of Science in Nursing, Arizona State  
University  
Bachelor of Science in Nursing, The  
University of Texas at Arlington  
Associate of Applied Science in Nursing,  
Eastern Arizona College

**Anita Delly, MSN-Ed, RNC-MNN***Nursing Adjunct*

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

**Amy Diaz, MSN-Ed, RN***Nursing Adjunct*

Master of Science in Nursing: Nursing  
Education, Western Governors University

**Veronica Drake, MSN-Ed, MBA, BSN, RN***Nursing Adjunct*

Master of Science in Nursing Education,  
Sura College  
Master of Business Administration,  
University of Arizona  
Bachelor of Science in Nursing, Grand  
Canyon University

**Sara Ebrahimi, MS***Gen Ed Adjunct*

Masters of Science in Mathematics  
Education, Northern Arizona University

**Bianca Fabbo, MSN, RN, AMB-BC***Nursing Adjunct*

Master of Science in Nursing, Southern  
New Hampshire University  
Bachelor of Science in Nursing,  
Plymouth State University

**Diane Feldhausen, MSN, MS, MPh***Nursing Adjunct*

Master of Science in Nursing: Nursing  
Education, Walden University  
Master of Philosophy I/O Psyc,  
Walden University  
Master of Science - CHD Mental Health,  
Troy State University  
Bachelor of Science in Nursing,  
Carlow University

**Molly Fenicle, MSN-Ed, RN***Nursing Adjunct*

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

**Marla Flannagan, MSN-Ed, RNC-MNN***Nursing Adjunct*

Master of Science in Nursing: Nursing  
Education, Western Governors University  
Bachelor of Science in Nursing,  
Western Governors University

**Helen Fox-McCloy, DNP, MSN, BSN, RN, CNP***Nursing Adjunct*

Doctor of Nursing Practice, Walden  
University  
Master of Science in Nursing: Primary Care  
of Children, The Catholic University of  
America  
Bachelor of Science in Nursing, The  
Catholic University of America

**Heather Gainor, MSN, RN, CNP***Virtual Simulation Adjunct*

Master of Science in Nursing,  
Indiana Wesleyan University  
Bachelor of Science in Nursing,  
University of Cincinnati

**Lacy Garth, DNP, PMHNP-BC***Nursing Adjunct*

Doctor of Nursing Practice, Walden  
University  
Post Master's Certificate - Psychiatric  
Mental Health Nurse Practitioner, Herzing  
University  
Master of Science in Nursing: Nursing  
Education, Chamberlain University  
Bachelor of Science in Nursing,  
Chamberlain University

**Mark Genovese, MA***Gen Ed Adjunct*

Master of Arts in Political Science,  
St. Mary's University  
Master of Arts in International Relations,  
St. Mary's University  
Bachelor of Arts in Political Science,  
St. Mary's University

**LouAnnie Godinez, DNP, MSN-Ed, CPP-PC, APRN***Nursing Adjunct*

Doctor of Nursing Practice in Nursing,  
Arizona State University  
Master of Science in Nursing: Nursing  
Education, Chamberlain University

**Kristen Haala, MSN, RN***Nursing Faculty*

Master of Science in Nursing: Nursing Education, Western Governors University  
Bachelor of Science in Nursing, Minnesota State University

**Chad Harper, PhD, MSP, BA***Gen Ed Faculty*

Doctor of Philosophy in General Psychology, Grand Canyon University  
Master of Science in Psychology, Grand Canyon University  
Bachelor of Arts in Business Administration, Point Loma Nazarene University

**Myria Harris, DNP, MSN, RN***Virtual Simulation Adjunct*

Doctor of Nursing Practice, Chamberlain University  
Master of Science in Nursing, Chamberlain University  
Bachelor of Science in Nursing, Chamberlain University

**Samer Hassan, MS***Gen Ed Faculty*

Master of Science in Healthcare Administration, Grand Canyon University  
Bachelor of Medicine & Surgery, Al-Nahrain University

**Rachel Hesselbrock, DNM***Gen Ed Adjunct*

Doctor of Naturopathic Medicine, Sonoran University of Health Sciences

**Jeremy Hodder****DHSc, BSN (HONS), CHEP, CPHRM, RN***Nursing Faculty*

Doctor of Health Sciences, A.T. Still University  
Bachelor of Science in Nursing, University of Derby

**Denise Holmes-Evans, MFA, BA***Gen Ed Faculty*

Master of Fine Arts in Writing, Sarah Lawrence College  
Bachelor of Arts in English, University of California

**Carole Holzman, MSN, RN***Nursing Adjunct*

Master of Science in Nursing, Capella University  
Bachelor of Science in Business Administration, The University of Tennessee at Martin  
Associate of Science in Nursing, Aquinas College

**Melinda Hostetler, MSN-Ed, RN***Nursing Faculty*

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

**Thai Huynh, MEd, BS***Gen Ed Adjunct*

Master of Education in Teaching and Higher Education, University of Arizona  
Bachelor of Science in Biology, Arizona State University

**Barbara Islas, MSN-Ed, RNC-OB, CHEP***Nursing Faculty*

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

**Joshua Jeffs, PhD***Gen Ed Adjunct*

Doctor of Philosophy in Biochemistry, Arizona State University  
Bachelor of Science Chemistry, Utah Valley University

**Lindsey Johnson, MSN, FNP-C***Nursing Adjunct*

Master of Science in Nursing - Family Nurse Practitioner, Frontier Nursing University

**Katrina Jones, MSN, RN***Nursing Faculty*

Master of Science in Nursing Education, Texas Woman's University  
Bachelor of Science in Nursing, The University of Texas at Tyler

**Jayne Josephsen, EdD, MSN, RN***Virtual Simulation Adjunct*

Doctor of Education in Curriculum & Instruction, Boise State University  
Master of Science in Nursing, Idaho State University  
Bachelor of Science in Nursing, Boise State University  
Associate of Science in Nursing, Boise State University

**Kelsey Joy, MSN-Ed, RN***Nursing Adjunct*

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

**Brooke Kalamen, MSN-Ed, RN***Nursing Faculty*

Master of Science in Nursing: Nursing Education, Walden University

**Lorenzo Kellam, PhD, MFA, BS***Gen Ed Adjunct*

Doctor of Philosophy in Humanities, Salve Regina University  
Master of Fine Arts in Creative Writing, Fairfield University  
Bachelor of Science in Legal Studies, University of Maryland Global Campus

**Patricia Kiloh, DNP, MSN, BSN***Nursing Adjunct*

Doctor of Nursing Practice, Chamberlain University  
Master of Science in Nursing, Walden University  
Bachelor of Science in Nursing, Salve Regina University

**Nichol King, DNP, MSN-Ed, RN***Nursing Adjunct*

Doctor of Nursing Practice: Nursing Education, Regis College  
Master of Science in Nursing: Nursing Education, Grand Canyon University  
Associate of Science in Nursing, Treasure Valley Community College

**Kassandra Kopp, MSN-Ed, APRN, FNP-C***Nursing Adjunct*

Post Master's Certificate: Family Nurse Practitioner, Grand Canyon University  
Master of Science in Nursing Education, Grand Canyon University  
Bachelor of Arts in Psychology, Arizona State University

**Maria Kuhel, MSN, RN***Nursing Adjunct*

Master of Science Nursing, Leadership & Education, Northwest Nazarene University

**Vanessa Lara, MSN, FNP-C, CNEcl***Nursing Adjunct*

Master of Science in Nursing: Family Nurse Practitioner, Grand Canyon University  
Bachelor of Science in Nursing, Boston College

**Danielle Leach, MSN-Ed, RNC-NIC, CNE, CHEP***Nursing Faculty*

Master of Science in Nursing: Nursing Education, Western Governors University  
Bachelor of Science in Nursing, Arizona State University  
Bachelor of Arts in Psychology, Purdue University



**Megan Leonard, MSN, RN***Nursing Faculty*

Master of Science in Nursing, Emphasis in Public Health, Grand Canyon University  
Bachelor of Science in Nursing, Grand Canyon University

**Darna Long, DNP, AGNP-C, CCRN***Nursing Adjunct*

Doctor of Nursing Practice - Adult Gerontology Nurse Practitioner, Arizona State University  
Bachelor of Science in Nursing, Grand Canyon University

**Lindsay Lutes, MSN-Ed, RN***Nursing Adjunct*

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

**London Lordi, MSN-Ed, RN, CPN***Nursing Adjunct*

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

**Valerie MacPherson-Collins,****MSN-Ed, APRN, FNP-C, FNP-BC, CNEcl***Nursing Faculty*

Post-Master of Science in Nursing: Family Nurse Practitioner, Grand Canyon University  
Master of Science in Nursing: Nursing Education, Grand Canyon University  
Master of Science in Forensic Nursing, Aspen University  
Bachelor of Arts in Sociology, Arizona State University

**Colette Marks, MA, MS, BS***Gen Ed Adjunct*

Master of Arts in English and Creative Writing-Nonfiction, Southern New Hampshire University  
Master of Science in Political Science, Southern New Hampshire University  
Bachelor of Science in Liberal Arts, Excelsior College

**Justin Marshall, MSN-Ed, RN***Nursing Adjunct*

Master of Science in Nursing: Nursing Education, Western Governors University  
Bachelor of Science in Nursing, Western Governors University

**Chasity Maze, MSN, RN***Nursing Adjunct*

Master of Science in Nursing, Grand Canyon University

**JoLynn McBeath, MSN, RN***Nursing Faculty*

Master of Science in Nursing: Nursing Education, Chamberlain University  
Bachelor of Science in Nursing, Northern Arizona University

**Dee McCaffrey, MS***Gen Ed Adjunct*

Master of Science in Nutrition and Integrative Health, Maryland University of Integrative Health

**Jeremey McDevitt, MSN-L, RN***Nursing Faculty*

Master of Science in Leadership in Health Care Systems, Grand Canyon University  
Bachelor of Science in Nursing, Grand Canyon University

**Erin McLaughlin, MSN, RN, CPN***Nursing Adjunct*

Master of Science in Nursing - Leadership in Healthcare Systems, Grand Canyon University  
Bachelor of Science in Nursing, Grand Canyon University

**Sheila Mecwan, MSN, RN***Nursing Adjunct*

Master of Science in Nursing, San Jose State University  
Bachelor of Science in Nursing, Arizona State University  
Associate in Applied Science in Nursing, Phoenix College

**Shelley Meyers, MSN, RN***Nursing Adjunct*

Master of Science in Nursing, Oklahoma Wesleyan University  
Bachelor of Science in Nursing, Oklahoma Wesleyan University

**Jenna Minjarez, MSN-L, RN***Nursing Adjunct*

Master of Science in Nursing Leadership in Health Care Systems, Grand Canyon University

**Brinn Mitchell, DNP, MSN, RN***Nursing Adjunct*

Doctor of Nursing Practice, Northern Kentucky University  
Master of Science in Nursing Leadership & Management, Western Governors University

**Liliana Montiel, MSN, RN, CEN***Nursing Adjunct*

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

**Derek Moore, MSN-L, RN***Nursing Adjunct*

Master of Science in Nursing: Leadership in Health Care Systems, Grand Canyon University  
Bachelor of Science in Nursing, Grand Canyon University

**Maryn Moreni, MSN-FNP, RN, CNE***Nursing Faculty*

Master of Science in Nursing: Family Nurse Practitioner, Grand Canyon University  
Bachelor of Science in Kinesiology, Arizona State University  
Associate of Applied Science in Nursing, Scottsdale Community College

**Julia Morrow, MSN, RN, CCM***Nursing Adjunct*

Master of Science in Nursing, University of Phoenix  
Bachelor of Science in Nursing, College of Our Lady of the Elms

**Kaaydah Nangle, MSN, AGACNP-C***Nursing Adjunct*

Master of Science in Nursing in Adult Gerontology Acute Care Nurse Practitioner, Herzing University

**Dawn Nazario, MSN, RN***Nursing Adjunct*

Masters of Science in Nursing Education, Western Governors University  
Bachelor of Science in Nursing, Western Governors University

**Elizabeth Neuman, MA, BA***Gen Ed Adjunct*

Master of Arts in Political Science, Texas A&M University  
Bachelor of Arts in Political Science, California Polytechnic State University

**Nichol Nicla, MSN-Ed, RN, CIC, CHEP***Nursing Faculty*

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

**Kimberly Norman, MSW, RN***Nursing Adjunct*

Master of Social Work, University of Illinois  
Bachelor of Science in Nursing, Grand Canyon University

**Theresa Ojoye, MSN, RN***Nursing Adjunct*

Post Master's Certificate: Psychiatric  
Mental Health Nurse Practitioner, Herzing  
University  
Master of Science in Nursing: Nursing  
Education, Eagle Gate College  
Bachelor of Science in Nursing,  
Brookline College

**Adelaide Okoree-Siaw, MSN, RN***Nursing Adjunct*

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

**Nekeyla Oliver, MA***Gen Ed Adjunct*

Master of Arts in Counseling and Guidance,  
Louisiana Tech University  
Bachelor of Criminal Justice,  
Louisiana State University

**Sarah Padilla, MSN, RN***Nursing Adjunct*

Master of Science in Nursing,  
University of Arizona  
Bachelor of Arts - Spanish & Journalism,  
Arizona State University

**Jerellen Page, MSN-Ed, RN MEDSURG-BC, CNE***Nursing Faculty*

Master of Science in Nursing: Nursing  
Education, University of Texas at Arlington  
Master of Divinity, Claremont School of  
Theology  
Bachelor of Science in Nursing,  
University of Florida

**Michelle Pardon, MSN, RN***Nursing Adjunct*

Master of Science in Nursing - Public Health,  
Grand Canyon University  
Bachelor of Criminal Justice,  
New Mexico State University  
Associates in Applied Science in Nursing,  
Mesa Community College

**Lindsay Petera, MSN-Ed, RN, CDCES***Nursing Adjunct*

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

**Shantel Phelps, MSN-Ed, RN***Nursing Adjunct*

Master of Science in Nursing Education,  
Brookline College  
Bachelor of Science in Nursing, Brookline  
College

**Allison Phillips, MSN-Ed, RN, CNEcl***Nursing Faculty*

Master of Science in Nursing: Nursing  
Education, University of Phoenix  
Bachelor of Science in Nursing,  
Upper Iowa University

**Jessica Phillips, MSN-L, RN***Nursing Adjunct*

Master of Science in Nursing - Leadership  
in Health Care Systems, Grand Canyon  
University  
Associate in Applied Science in Nursing,  
Maricopa Community Colleges

**Darlene Pierce, MSN-Ed, RN, PCCN***Nursing Faculty*

Master of Science in Nursing Education,  
Grand Canyon University

**Tarakeshwar Pilarisetty, PhD***Gen Ed Adjunct*

Doctor of Philosophy in Chemistry,  
Indian Institute of Technology  
Bachelor of Science in Chemistry,  
Orissa University of Agriculture & Technology

**Rebecca Powers, MSN, FNP-BC, CEN, TNS***Nursing Adjunct*

Master of Science in Nursing, Olivet  
Nazarene University  
Bachelor of Science in Nursing, Purdue  
University

**Randi Pratt, MSN-L, RN, CCRN-K***Nursing Faculty*

Master of Science in Nursing Leadership &  
Management, Western Governors University  
Bachelor of Science in Nursing, Arizona  
College of Nursing

**Julie Pugliese, MSN-FNP, RN***Nursing Adjunct*

Master of Science in Nursing - Family Nurse  
Practitioner, University of Phoenix  
Bachelor of Science in Nursing,  
Simmons University

**Lindsay Pugliese, MSN-Ed, RN***Nursing Adjunct*

Master of Science in Nursing: Nursing  
Education, Grand Canyon University  
Bachelor of Science in Nursing,  
Arizona State University

**Katilyn Ramos, DNP, MSN-Ed, BSN, RN, CNE***National Manager of Faculty Development & Nursing Adjunct*

Doctor of Nursing Practice: Healthcare  
Systems Leadership, Chamberlain University  
Master of Science in Nursing Education,  
Grand Canyon University  
Bachelor of Science in Nursing, Grand  
Canyon University

**Lorree Ratto***Gen Ed Adjunct*

Doctor of Philosophy in Communication,  
Arizona State University  
Master of Arts in Clinical Psychology,  
John F. Kennedy University  
Bachelor of Science in Human Development  
and Family Studies, University of Nevada

**Arlyl Regoso, MSN, AGACNP-BC***Nursing Adjunct*

Master of Science in Nursing - Acute Care  
Nurse Practitioner, Grand Canyon University  
Bachelor of Science in Nursing,  
Grand Canyon University

**Bobby Rhudy, MSN, APRN, FNP-C***Nursing Adjunct*

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

**Marion Rogers***Gen Ed Adjunct*

Master of Applied Social Sciences in Political  
Sciences, Florida A&M University  
Bachelor of Science in Political Science,  
Florida A&M University

**Janelle Roscoe, MSN, RN***Nursing Adjunct*

Master of Science in Nursing  
Leadership in Healthcare Systems,  
Grand Canyon University  
Bachelor of Science in Nursing,  
Grand Canyon University

**Kimberly Rossell, MSN***Gen Ed Adjunct*

Master of Science in Nursing,  
Kent State University  
Master of Business Administration,  
Kent State University  
Bachelor of Science in Nursing,  
Kent State University

**Elizabeth Roy, MSN-Ed, RNC-MNN, RN, IBCLC***Nursing Adjunct*

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

**Brianna Salinas, MSN-Ed, RN, CNEcl***Nursing Faculty*

Master of Science in Nursing: Nursing Education, Grand Canyon University  
 Bachelor of Science in Nursing, Arizona State University

**Kathryn Scheidler, MS, BS***Gen Ed Adjunct*

Master of Science in Nutrition and Dietetics, Texas Tech University  
 Bachelor of Science in Dietetics, University of Cincinnati

**Carissa Scheidt, MSN-Ed, RN***Nursing Faculty*

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

**Sandra Segalla, MSN, RN***Nursing Adjunct*

Master of Science in Nursing, Chamberlain University  
 Bachelor of Science in Nursing, Western Governors University  
 Associate in Applied Science in Nursing, Central Carolina Community College

**Amy Skaalen, MSN, RN***Nursing Adjunct*

Master of Science in Nursing, Western Governors University

**Jennifer Sliwa, MS***Gen Ed Adjunct*

Master of Science in Psychology, University of Phoenix  
 Bachelor of Science in Elementary Education, University of Phoenix

**Kristina Spooner, MSN, AGACNP-C***Nursing Adjunct*

Master of Science in Nursing, Acute Care Nurse Practitioner, Grand Canyon University  
 Bachelor of Science in Nursing, Northern Arizona University

**Jillianne Stewart, MSN-Ed, RN***Nursing Adjunct*

Master of Science in Nursing: Nursing Education, Western Governors University  
 Bachelor of Science in Nursing, University of Phoenix

**Alisa Joy Summers***Gen Ed Adjunct*

Doctor of Naturopathic Medicine, Sonoran University of Health Sciences

**Dinez Swanson, DNP, MSN, RN***Nursing Adjunct*

Doctor of Nursing Practice, Walden University  
 Master of Science in Nursing, Texas Women's University  
 Bachelor of Science in Nursing, Texas Women's University

**Stephanie Swepston, MSN, RN***Nursing Adjunct*

Master of Science in Nursing, University of Phoenix

**Candice Thomas, PsyD, MS, BA***Gen Ed Adjunct*

Doctor of Psychology, California Southern University  
 Master of Science, Educational Counseling, National University  
 Bachelor of Arts in Liberal Studies: Diversified (Paraprofessionla), University of the Pacific

**LeAndrea Tucker, MBA, MSN-Ed, RN, CMSRN, CNEcl***Nursing Lab Manager*

Master of Business Administration, Grand Canyon University  
 Master of Science in Nursing Education, Grand Canyon University  
 Bachelor of Science in Nursing, University of Phoenix

**Uddy Ukpogon, MSN, RN***Nursing Adjunct*

Master of Science in Nursing, Walden University  
 Bachelor of Science in Nursing, Brookline College

**Anita Ulakovic, MSN, APRN, FNP-C***Nursing Faculty*

Master of Science in Nursing - Family Nurse Practitioner, Chamberlain University  
 Bachelor of Science in Nursing, Chamberlain University

**Oana (Mia) Vadineanu, MSN, RN***Nursing Adjunct*

Master of Science in Generalist Nursing, DePaul University  
 Bachelor of Science in Biology, Northeastern Illinois University

**Paige Valles, MSN-Ed, RN***Nursing Adjunct*

Master of Science in Nursing Education, Grand Canyon University

**Pam Vargas, MSN-Ed, RN***Nursing Adjunct*

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

**Jessica Veach, MSN-Ed, RN***Nursing Adjunct*

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

**Janice Weber, MSN-L, RN***Nursing Adjunct*

Master of Science in Nursing - Leadership in Healthcare Systems, Grand Canyon University

**Katherine West, MSN, RN***Nursing Faculty*

Master of Science in Nursing, Arizona State University  
 Bachelor of Science in Community Health, Arizona State University

**Jodi White, MS, BS***Gen Ed Faculty*

Master of Science in Entomology and Veterinary Microbiology and Preventive Medicine, Iowa State University of Science and Technology  
 Bachelor of Science in Microbiology, Iowa State University of Science and Technology

**Michele Wildner-Jimenez, MSN-Ed, RN, CMSRN***Nursing Adjunct*

Master of Science in Nursing Education, Grand Canyon University

**Joelle Yamada, MSN-Ed, RN***Nursing Faculty*

Master of Science in Nursing, Western Governors University

**Staff****Bria Anderson, AAS***Academic Records Coordinator*

Associate of Applied Science, University of Alaska

**Tyler Brackett, BS***Student Achievement Coach*

Bachelor of Science in Health Care Compliance and Regulations, Arizona State University

**Cheyenne Eggers, BA***Student Achievement Manager*

Bachelor of Arts in Communication Studies, University of Iowa

**Barbara Heite, MS, BS***Student Achievement Coach*

Master of Science in Human Dynamics,  
Western International University  
Bachelor of Science in Management,  
University of Phoenix

**Monica Kaminski, MEd, MS, BA***Academic Support Coordinator*

Master of Education in Educational  
Leadership, Arizona State University  
Master of Science in Professional School  
Counseling, Russell Sage College  
Bachelor of Arts in History, State University  
of New York

**Robert Sample, BA***Student Achievement Coach*

Bachelor of Arts in Christian Studies, Grand  
Canyon University

## Tucson Campus

### Administration

**Sharen Lacayo, DNP, MSN-Ed, RN***Senior Campus President*

Doctor of Nursing Practice,  
Chamberlain University  
Master of Science in Nursing: Nursing  
Education, Grand Canyon University  
Bachelor of Science in Nursing,  
Brigham Young University

**Olivia Holt, DNP, MSN-Ed, RN***Dean of Nursing*

Doctor of Nursing Practice,  
Grand Canyon University  
Master of Science in Nursing: Nursing  
Education, Grand Canyon University  
Bachelor of Science in Nursing,  
Grand Canyon University  
Associate of Nursing, Eastern Arizona

**Melissa Hart, PhD, DNP, APRN, MSN-Ed, RN***Assistant Dean of Nursing*

Doctor of Nursing Practice, Walden  
University  
Doctor of Philosophy, University of the  
Cumberlands  
Master of Science in Nursing, Lourdes  
University  
Bachelor of Science in Nursing, Lourdes  
University

**Colt Savage, MS***Dean of General Education*

Master of Science in Biomedical Science,  
Colorado State University  
Bachelor of Science in Biology,  
University of Utah

**Stephanie Lopez***Director of Financial Aid*

### Faculty

**Jordan Berg, MSN, RN***Nursing Faculty*

Master of Science in Nursing, University of  
Arizona  
Bachelor of Arts, University of Arizona

**Randall Blute, FNP, MSN, RN***Nursing Adjunct*

Master of Science in Nursing,  
Northern Arizona University  
Bachelors of Science in Nursing,  
Northern Arizona University  
Bachelors of Science in Education,  
University of Arizona

**Layla Bradley, FNP, MSN, RN***Nursing Faculty*

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

**Donna Burnett, PhD, MS, MAE***Gen Ed Faculty*

Doctor of Philosophy in Health Education  
& Promotion, The University of Alabama  
Birmingham  
Master of Science in Clinical Nutrition  
& Dietetics, The University of Alabama  
Birmingham  
Master of Arts in Early Childhood Education,  
The University of Alabama Birmingham

**Valerie Calderon, MSN, RN***Nursing Adjunct*

Master of Science in Nursing,  
Grand Canyon University  
Associate Degree of Nursing,  
Pima Community College

**Amanda Carter, DNP, RN***Nursing Adjunct*

Doctor of Nursing in Educational  
Leadership, American Sentinel University  
Master of Science in Nursing, Olivet  
Nazarene University  
Bachelor of Science in Nursing, Rockford  
University

**Sandra Casad, MA, MS***Gen Ed Faculty*

Master of Science, Duke University  
Master of Arts in Teaching, National Louis  
University  
Bachelor of Science, Texas Woman's  
University

**Sergio Castrezana, PhD***Gen Ed Faculty*

Doctor of Philosophy in Ecology &  
Evolutionary Biology, University of Arizona  
Master of Science in Conservation,  
Ecology, & Natural Resource Management,  
Monterey Institute of Technology

**Margaret Chandler, MS, BS***Gen Ed Adjunct*

Master of Science in General Biology,  
University of Arizona  
Bachelor of Science in Education: General  
Biology, University of Arizona

**Raquel Cidone, MSN, RN***Nursing Adjunct*

Master of Science in Nursing, Grand Canyon  
University  
Bachelor of Science in Nursing, Northern  
Arizona University

**Wendy Clark, EdD***Gen Ed Faculty/Student Achievement  
Manager*

Doctor of Education in Organizational  
Leadership, Grand Canyon University  
Master of Arts in Counseling and Mental  
Health, University of Arizona  
Bachelor of Arts in Psychology,  
University of Arizona

**Jacquelyn Clemmer, MSN-Ed, RN***Nursing Adjunct*

Master of Science in Nursing Education,  
American College of Education  
Bachelor of Science in Nursing, American  
College of Education  
Associate of Applied Science in Nursing,  
Pima Community College

**Jowana Clinkscales, DNP, MSN, RN***Nursing Faculty*

Doctor of Nursing Practice,  
Grand Canyon University  
Master of Science in Nursing,  
Walden University  
Bachelor of Science in Nursing,  
University of the Virgin Islands

**Katherine Cuddy, MSN, RN***Nursing Adjunct*

Master of Science in Nursing,  
Cambridge College  
Bachelor of Science in Nursing,  
St. Joseph's College

**Kelly Cupell, MPH***Gen Ed Faculty*

Master of Public Health, University of  
Arizona  
Bachelor of Arts in German Studies and  
Cultural Anthropology, Arizona State  
University



**Justin Curtis, PhD***Gen Ed Adjunct*

Doctor of Philosophy, University of Arizona  
 Master of Arts, University of Arizona  
 Bachelor of Arts in Political Science,  
 Brigham Young University

**Latonja Davis, MSN, RN***Nursing Faculty*

Master of Science in Nursing, Walden  
 University  
 Bachelor of Science in Nursing, Oakland  
 University  
 Associate in Applied Science, Henry Ford  
 Community College

**Michelle Evans, MA***Gen Ed Faculty*

Master of Arts in Literacy, Wayland Baptist  
 University  
 Bachelor of Science in Education,  
 Chaminade University of Honolulu

**Jered Gatson, MSN-Ed, RN***Nursing Faculty*

Master of Science in Nursing Education,  
 Western Governors University  
 Bachelor of Science in Nursing, Washburn  
 University

**Ora Goodman, MSN, RN***Nursing Adjunct*

Master of Science in Nursing, Aspen  
 University  
 Bachelor of Science in Nursing, University  
 of Arizona

**Stephanie Green, MSN, RN***Nursing Adjunct*

Master of Science in Nursing, University of  
 Arizona

**Haley Haas, MS***Gen Ed Faculty*

Master of Science in Mental Health  
 & Wellness, Grand Canyon University  
 Bachelor of Science in Family & Human  
 Development, Arizona State University

**Julia Harris Tarango, MSN-Ed, RN***Nursing Adjunct*

Master of Science in Nursing Education,  
 Western Governors University  
 Bachelor of Science in Nursing, Northern  
 Arizona University

**Audrey Haywood, MEd, BA***Gen Ed Faculty*

Master of Education in Adult Education,  
 National Louis University  
 Bachelor of Arts in Political Science,  
 Chicago State University

**Brenda Holzer, MS***Gen Ed Faculty*

Master of Science, Auburn University  
 Bachelor of Science in Agriculture,  
 University of Arizona

**Jeffrey Hums, PMHNP-BC, RN***Nursing Adjunct*

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

**Heather Johnson, MSN-Ed, RN***Nursing Adjunct*

Master of Science in Nursing Education,  
 Grand Canyon University  
 Bachelor of Science in Nursing, Grand  
 Canyon University  
 Associate of Science in Nursing, Eastern  
 Arizona College

**Carol Johnston, MSN, RN***Nursing Lab Manager*

Master of Science in Nursing,  
 University of South Florida  
 Bachelor of Science in Nursing,  
 University of Massachusetts/  
 Boston State College  
 Bachelor of Arts in Social Science,  
 Athens State University

**Heather Kuykendall, DNP, RN***Nursing Adjunct*

Doctor of Nursing Practice, Aspen  
 University  
 Master of Science in Nursing, Aspen  
 University  
 Associate of Applied Science in Nursing,  
 Pikes Peak Community College

**Lauren Lacayo de Rodas, MS***Gen Ed Faculty*

Master of Science, National University  
 Bachelor of Arts, California State  
 Polytechnic University Pomona  
 Associate of Arts, Citrus College

**Melanie Larson, MSN, RN***Nursing Adjunct*

Master of Science in Nursing, Aspen  
 University  
 Bachelor of Science in Nursing, Brigham  
 Young University Idaho  
 Associate of Applied Science in Nursing,  
 Mesa Community College

**Amanda Lee-Confer, MA***Gen Ed Faculty*

Master of Arts in Education, Stanford  
 University  
 Bachelor of Arts in Global Studies, Arizona  
 State University

**Jared McHughes, MSN-Ed, RN***Nursing Adjunct*

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

**Nancy Mellberg, MSN, RN***Nursing Adjunct*

Master of Science in Nursing, Northern  
 Arizona University  
 Bachelor of Science in Nursing, Northern  
 Arizona University  
 Associate of Science in Nursing, Pima  
 Community College

**Lisa Orr, DNP, RN***Nursing Faculty*

Doctor of Nursing Practice, Grand Canyon  
 University  
 Master of Science in Nursing, Grand  
 Canyon University

**Bekah Premo, MSN, RN***Nursing Adjunct*

Master of Science in Nursing,  
 University of Arizona  
 Bachelor of Science,  
 University of Arizona

**Kate Polga, MFA***Gen Ed Faculty*

Master of Fine Arts in Creative Writing,  
 Emerson College  
 Bachelor of Arts in English,  
 Hobart and William Smith College

**Patricia Robbins, MSN, RN***Nursing Faculty*

Master of Science in Nursing, Beth-El  
 College of Nursing  
 Bachelor of Science in Nursing, University  
 of Phoenix

**Kelly Shamer, MSN, RN***Nursing Adjunct*

Master of Science in Nursing,  
 University of Maryland

**Zachary Spanier, JD***Gen Ed Adjunct*

Juris Doctor, Gonzaga University  
 Bachelor of Arts, University of Arizona

**Cassandra Steiner, DNP, CPNP-PC, RN***Nursing Faculty*

Doctor of Nursing Practice, University of  
 Arizona  
 Master of Science in Nursing, University of  
 Arizona  
 Bachelor of Science in Nursing, University  
 of Arizona

**Machelle Strand, MSN***Gen Ed Faculty*

Master of Science in Nursing, University of  
 Phoenix  
 Bachelor of Science in Nursing, California  
 State University - Dominguez Hills  
 Associate in Arts, Pasadena City College

**Victoria Towers, MSN, RN***Gen Ed Faculty*

Master of Science in Nursing, University of Arizona

Bachelor of Science in Nursing, University of Arizona

**Rhonda Valenton, MA***Gen Ed Faculty*

Master of Arts in Elementary &amp; Secondary Education, University of California, Irvine

Bachelor of Science,  
University of California, Riverside**Amy Vega, MSN, RN***Nursing Adjunct*

Master of Science in Nursing, University of Arizona

Bachelor of Arts in Ecology and  
Evolutionary Biology, University of Arizona**Juvel-lou Velasco, PhD(c), MSN, RN,  
APRN-ANP, AGACNP-BC, CCRN, CHFNP***Nursing Faculty*

Doctor of Philosophy in Nursing, University of Arizona

Master of Science in Nursing, Walden University

Bachelor of Science in Nursing, San Pablo Colleges

**Linette Williams, MSN, RN***Nursing Faculty*

Master of Science in Nursing and Health Administration, University of Phoenix

Bachelor of Science in Nursing, North Carolina Central University

**Melissa Williams, DNP, RN, CPN***Nursing Adjunct*

Doctor of Nursing in Educational Leadership, American Sentinel University

Master of Science in Nursing, University of Phoenix

Bachelor of Science in Nursing, Grand Canyon University

**Staff****Samantha Cocanour, BA***Student Achievement Coach*Bachelor of Arts in Psychology,  
University of ArizonaBachelor of Arts in Music,  
University of Arizona**Alexia Ferranti***Academic Records Coordinator***Emma Johnson, BS***Academic Support Coordinator*Bachelor of Science in Special Education,  
University of Southern Indiana



Ft. Lauderdale Campus

## ARIZONA COLLEGE OF NURSING CAMPUSES

### ARIZONA

#### Phoenix Campus

16404 North Black Canyon Hwy.  
Suite 200  
Phoenix, AZ 85053

#### Tempe Campus

1620 West Fountainhead Pkwy.  
Suite 110  
Tempe, AZ 85282

#### Tucson Campus

5285 East Williams Circle  
Suite 1000  
Tucson, AZ 85711

### CALIFORNIA

#### Ontario Campus

3401 Centre Lake Drive  
Suite 300  
Ontario, CA 91761

### COLORADO

#### Aurora Campus

3131 South Vaughn Way  
Suite 525  
Aurora, CO 80014

### CONNECTICUT

#### Hartford Campus

99 East River Drive  
East Hartford, CT 06108

### FLORIDA

#### Fort Lauderdale Campus

600 Corporate Dr.  
Suite 200  
Fort Lauderdale, FL 33334

#### Melbourne Campus

100 Rialto Pl.  
Melbourne, FL 32901

#### Sarasota Campus

8043 Cooper Creek Blvd.  
University Park, FL 34201

#### Tampa Campus

1411 North Westshore Blvd.  
Suite 200  
Tampa, FL 33607

### GEORGIA

#### Atlanta Campus

8200 Roberts Dr.  
Suite 300  
Sandy Springs, GA 30350

### MICHIGAN

#### Southfield Campus

26400 Lahser Road  
Suite 400  
Southfield, MI 48033

### MISSOURI

#### St. Louis Campus

1807 Park 270 Drive  
Suite 500  
Maryland Heights, MO 63146

### NEVADA

#### Las Vegas Campus

8363 West Sunset Road  
Suite 200  
Las Vegas, NV 89113

### OHIO

#### Cincinnati Campus

11500 Northlake Dr  
Suite 105  
Cincinnati, OH 45249

#### Cleveland Campus

3401 Enterprise Pkwy  
Beachwood, OH 44122

#### Columbus Campus

445 Hutchinson Ave  
Suite 400  
Columbus, Ohio 43235

### SOUTH CAROLINA

#### Greenville Campus

150 Executive Center Drive  
Suite 200  
Greenville, SC 29615

### TEXAS

#### Dallas Campus

8330 LBJ Freeway  
B100  
Dallas, TX 75243

#### Fort Worth Campus

6000 Western Pl.  
Suite 118  
Fort Worth, TX 76107

### UTAH

#### Salt Lake City Campus

434 West Ascension Way  
Suite 500  
Murray, UT 84123

### VIRGINIA

#### Chesapeake Campus

545 Belaire Ave  
Chesapeake, VA 23320

#### Falls Church Campus

3130 Fairview Park Drive  
Suite 800  
Falls Church, VA 22042

### WISCONSIN

#### Milwaukee Campus

9000 West Chester Street,  
Suite 300  
Milwaukee, WI 53214



**ARIZONA  
COLLEGE**  
of Nursing®

[www.arizonacollege.edu](http://www.arizonacollege.edu)  
(855) 706-8382

Catalog No. 26

Original publication date: January 1, 2026

Current publication date: February 19, 2026