

ARIZONA COLLEGE of Nursing®

2026

ACADEMIC CATALOG

GET THE PROFESSIONAL
ADVANTAGE

Ft. Lauderdale Campus

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

REVISED 03.11.26

P 5: Updated College History
P 12: Updated Curriculum Note
P 14: Added Academic Foundations Seminar
P 19: Updated General Education Transfer Credits
P 20: Updated Eligible Criteria
P 25: Added Academic Foundations Seminar
P 46: Updated Veterans Benefits
P 53: Updated Credit Hour Definition
P 80: Updated Title IX Contact Information
P 90: Updated Faculty

REVISED 05.04.26

P 5: Updated Ohio & Virginia State Approvals
P 9: Updated Holidays
P 17: Updated Admission Requirements
P 19: Updated General Education Transfer Credits
P 46: Updated Veterans Benefits Note
P 48: Updated Scholarships
P 57: Updated Program Readmission/ Re-Entry/ Repeating
P 60: Updated Medication Calculation Exams
P 81: Updated Crime Awareness & Campus Security
P 90-141: Updated Faculty

REVISED 05.27.26

P 59: Added Student Privacy & Proctoring
P 75: Added Virginia State Approving Agency (SAA)
P 90-141: Updated Faculty

REVISED 06.26.26

P 9: Updated 2027 Holidays
P 18: Relocated Virginia Disclosure
P 35: Updated California Refund Policy
P 54: Updated Attendance & Tardiness
P 61: Added Extenuating Circumstances
P 74-75: Updated VA Grievance Decision
P 90-145: Updated Faculty

REVISED 07.31.2026

P 4: Updated CO, MI, GA State Approvals
P 46 Updated Veterans Benefits Note
P 48 Updated Scholarships
P 80 Updated Title IX Contact Information
P 83 Updated CA Tuition chart
P 88 Updated Library
P 90-145: Updated Faculty

REVISED 08.31.2026

P iv: Arlington added to Tuition & Fees & Updated Page Heading
P 3: Arlington added to Accreditations
P 4-5: Updated GA, TX, & VA State Approvals
P 6: Arlington added to Non-main Campuses
P 17: Updated Admissions Requirements
P 19-20: Updated Students with a Conferred Degree & Updated Virginia Disclosure
P 21: Added Consortium Agreement
P 24: Updated For Cause Substance Screening
P43: Updated Student Called to Active Military Service & Added Military Tuition Assistance
P 47: Added Military Tuition Assistance & Automatic Re-Enrollment of Covered Individuals Receiving VA Education Benefits & Updated VBTA Policy Note
P 52: Added Collections Policy
P 62: Updated Technology Use Rules
P 63: Updated Professional Behavior
P 64: Updated Academic Integrity
P 65-66: Updated For Cause Substance Screening
P 74: Updated Complaints & Grievances
P 76: Updated TX TWC Contact
P 79: Updated FERPA
P 80: Arlington added to Contact Information for Title IX
P 90-149: Added Arlington Campus, Updated Faculty
P 151: Added Arlington Campus Address

REVISED 09.30.2026

P 47: Updated Note
P 75: Updated Appeal of Grievance Procedure AZ

REVISED 10.23.2026

P 3: Updated Accreditations
P 7: Updated Phoenix Non-Main Campuses
P 21-22: Updated Consortium Agreement
P 47: Updated Note
P 49: Added Values Scholarship
P 90-146: Updated Faculty

TUITION & FEES

Effective August 31, 2026 for all students. 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)
Arlington	$905	$108,600	$700
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 (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. 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 23

BACHELOR OF SCIENCE
IN NURSING (BSN)
COURSE DESCRIPTIONS 25

BACHELOR OF SCIENCE
IN NURSING (BSN)
COURSE DESCRIPTIONS 26

- General Education
& Science 26
- Nursing Core 28

**TUITION,
REFUND POLICIES
& FINANCIAL AID 33**

TUITION & FEES 34

STUDENT FINANCIAL ASSISTANCE 46

ACADEMIC STANDARDS 53

GENERAL
ACADEMIC STANDARDS 54

PROFESSIONAL STANDARDS
& CODE OF CONDUCT 63

EXPERIENTIAL LEARNING PRACTICUM & LABORATORY
. 70

STUDENT SUPPORT INFORMATION 78

STUDENT RIGHTS &
RESPONSIBILITIES 79

ADDITIONAL CALIFORNIA SPECIFIC DISCLOSURES . . 83

SAFETY GUIDELINES 85

SERVICES 89

**ADMINISTRATION
& FACULTY* 90**

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 10/23/2026 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!



Jason E. Anderson
CEO

ARIZONA COLLEGE of Nursing®

GENERAL INFORMATION



Dallas Campus

QUICK LINKS

855.706.8382

REQUEST INFO

ABOUT ARIZONA COLLEGE OF NURSING


Ft. Lauderdale Campus

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://abhes.org

The Bachelor of Science in Nursing (BSN) degree program at Arizona College of Nursing is accredited by the Commission on Collegiate Nursing Education (https://www.aacnnursing.org/about-aacn/member-schools). New campus locations are reported to CCNE through its regular substantive change notification process before the first Semester 5 nursing core class begins.

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 has full authorization by the Colorado Commission on Higher Education.
- Arizona College of Nursing located in Aurora holds full 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 Approvalpursuant 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
- A Georgia Board of Nursing site visit was conducted on May 28, 2026. At its July 15, 2026 meeting, the Board approved the site visit report and granted Initial Approval to Arizona College of Nursing located in Atlanta, Georgia.

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 full 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, OH. The Cincinnati and Cleveland campus holds full approval, and the Columbus campus holds 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 (S5040) and Fort Worth (S6652) are approved and regulated by the Texas Workforce Commission, Career Schools and Colleges, Austin, Texas. The Bachelor of Science in Nursing program is approved by the TWC.
- 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 located in Arlington, Chesapeake, and Falls Church are certified to operate by the State Council of Higher Education for Virginia (SCHEV).
- Arizona College of Nursing located in Arlington, Chesapeake, and Falls Church, VA. Arizona College of Nursing located in Arlington and Chesapeake holds initial approval from the Virginia Board of Nursing for the Bachelor of Science in Nursing program. Arizona College of Nursing located in Falls Church holds full 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

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.

COLLEGE HISTORY

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

The college again relocated to 4425 West Olive in Glendale, Arizona. This 32,953-foot facility 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, Georgia, 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 Arlington campus located in Arlington, Virginia is over 28,000 square feet and is dedicated to nursing education. The campus has a Nursing Skills Lab with five patient beds, each with a bedside table, an over-the-bed table, and headwall unit with simulated oxygen and suction, in addition to a Simulation Center with four simulation bays with state-of-the-industry 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 a science lab that allows students to have hands-on experiences with chemistry and biology.

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 four Nursing Skills Lab equipped with hospital-style amenities that are equivalent to those used in the local hospitals, two Simulation Centers 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 three 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.



Phoenix Campus

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 3 - 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 18-19	Juneteenth
July 4-5	Independence Day
August 23-29	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

ARIZONA COLLEGE of Nursing®

PROGRAM OF STUDY


Ft. Lauderdale Campus

QUICK LINKS

855.706.8382

REQUEST INFO

BACHELOR OF SCIENCE IN NURSING (BSN)


Dallas Campus


Tempe Campus

TUITION

COST OF ATTENDANCE

ASSISTANCE

MILITARY & VETERAN PROGRAMS

BSN NURSING PRACTICE

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

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

PROGRAM MISSION

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

PROGRAM GOAL

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

PROGRAM STUDENT LEARNING OUTCOMES

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

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 residentially, online or in a blended format. The faculty at Arizona College of Nursing commit to teaching-learning practices that are evidence based, interactive and student centered. Learning is an active process facilitated by faculty. Students engage actively with faculty, peers and patients to promote learning and achieve competence for entry-level nursing practice. Faculty are readily available for extra support, tutoring and guidance. Students and their success are at the heart of everything faculty do.

CURRICULUM

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

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

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

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



Ft. Lauderdale Campus

The nursing program consists of nine semesters. The entire program is approximately 144 weeks. The program is delivered in a blended format.

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





Tempe Campus

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
PREREQUISITE		
AFS 100	Academic Foundations Seminar***	0***
BIO 189	Fundamentals of Biology	3
BIO 201	Natural Science – General: Human Anatomy/Physiology I (Lecture/Lab)	4
BIO 202	Natural Science – General: Human Anatomy/Physiology II (Lecture/Lab)	4
BIO 205	Natural Science – General: Microbiology (Lecture/Lab)	4
CHM 130	Natural Science – Quantitative: Introductory Chemistry (Lecture/Lab)	4
ENG 101	First Year Composition I	3
ENG 102	First Year Composition II	3
PSC 101*	Introduction to American Politics*	3*
HCR 230	Culture & Health/Humanities: Cultural Diversity & Global Health	3
HCR 240	Human Systems: Human Pathophysiology	4
MAT 151	Mathematical Studies: College Mathematics	3
NTR 241	Human Systems: Human Nutrition	3
PSY 101	Social & Behavioral Sciences: Introduction to Psychology	3
PSY 230	Statistics/Quantitative Analysis: Statistics	3
PSY 240	Social & Behavioral Sciences: Human Development	3
GENERAL EDUCATION & SCIENCE COURSES SUBTOTAL		**50 / 47****

*Not applicable in Colorado

**Colorado only

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

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.



Ft. Lauderdale Campus

NURSING CORE COURSES*

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

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
SEMESTER 5					
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
SUBTOTAL		**144**	**48**	**144**	**13**
SEMESTER 6					
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
SUBTOTAL		**160**	**0**	**240**	**15**
SEMESTER 7					
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
SUBTOTAL		**144**	**0**	**288**	**15**
SEMESTER 8					
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
SUBTOTAL		**144**	**0**	**192**	**13**
SEMESTER 9					
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
SUBTOTAL		**160**	**0**	**192**	**14**
NURSING CORE COURSES SUBTOTAL		**752**	**48**	**1056**	**70**
NURSING PROGRAM GRAND TOTAL					**120**

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

ADMISSION REQUIREMENTS

ADMISSION

Bachelor of Science in Nursing (BSN) applicants who meet the requirements below are admitted directly into the nursing program and enrolled into the program's general education courses, which may take four semesters to complete. Applicants may request that general education credits earned at another 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. Proof of high school transcript/ diploma with a minimum cumulative GPA of 2.75 or one of the following proof of high school equivalency results showing scores meeting the applicable passing standard for each exam.

   General Equivalency Diploma (GED®):
   - Passing

   High School Equivalency Test (HiSET®) :
   - Passing

   Test Assessing Secondary Completion (TASC™):
   - Passing

   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 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 ≥75%.)**
5. Proof of United States citizenship, alien status or legal residency. A driver's license, passport or birth certificate, combined with a government-issued document that contains a photograph of the applicant and or a green card (I-551) are the most common demonstrations of proof.
6. Las Vegas students only: Proof of completion of the Nevada Constitution and U.S. Constitution course only if all general education courses are transferred.

* The Arlington and Chesapeake campuses do not accept nursing course transfer credits at this time. General education credits are transferable.

** Effective 01/04/21

ADMISSIONS TESTING

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

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

Four hours is allotted to complete these subtests.

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

HESI A2 Retesting Policies:

- Applicants are permitted a maximum of three (3) attempts to achieve the minimum score 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, including distance education 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 SDD 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

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.

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.

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
The Arlington and Chesapeake campuses do not accept nursing course transfer credits at this time. General education credits are transferable.

GENERAL EDUCATION TRANSFER CREDITS

Applicants desiring to transfer credit to Arizona College of Nursing may request that general education credits earned at another 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 or recognized by the 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 Conferred Degree
Students who have earned an associate degree or higher from an institution accredited by an agency approved by the U.S. Department of Education or recognized by CHEA or ACE may request to transfer any prior non-

science and non-math coursework completed at an institution accredited by an agency approved by the U.S. Department of Education or recognized by CHEA or ACE 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 and
- 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.

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.

CONSORTIUM AGREEMENT

Arizona College of Nursing maintains consortium agreements among its campuses to allow eligible students to complete select coursework at a designated Host Campus while remaining enrolled at their Home Campus (the campus with which they enrolled and which will confer their degree). Under this arrangement, campuses operate within the same parent organization and in compliance with centralized institutional policies, including this Catalog. Curriculum, course content, and academic requirements are established at the parent organization level, with centralized oversight to ensure consistency, quality, and regulatory compliance. The consortium is designed to expand access to instructional resources, ensure that coursework completed at the Host Campus applies appropriately toward the student's program of study, and clarify academic responsibility, reporting, and compliance obligations, including procedures to protect students in the event of disruption. Participation in these consortiums does not impact students' future employment or licensure eligibility and does not result in any additional costs to the student. The applicable Host-Home Campus arrangements are described below.

Under the consortium agreements listed below, the following courses, delivered in a full distance format, may be completed through a Host Campus: **ENG101, ENG102, HCR230 NTR241, PSC101, PSY101, and PSY240**.

Home Campus – Atlanta

- Falls Church (Host)
- Chesapeake (Host)

Home Campus – Columbus

- Cincinnati (Host)
- Cleveland (Host)

Home Campus – Cincinnati

- Columbus (Host)
- Cleveland (Host)

Home Campus – Cleveland

- Cincinnati (Host)
- Columbus (Host)

Home Campus – Milwaukee

- Cincinnati (Host)
- Columbus (Host)
- Southfield (Host)
- Cleveland (Host)
- St. Louis (Host)

Home Campus – Southfield

- Cincinnati (Host)
- Columbus (Host)
- Milwaukee (Host)
- Cleveland (Host)

Home Campus – St. Louis

- Ft. Worth (Host)
- Dallas (Host)

Under the consortium agreements listed below, the following courses, delivered in a full distance format, may be completed through an applicable, appropriate Host Campus: **ENG101, ENG102, HCR230, NTR241, PSC101, PSY101, and PSY240**.

Additionally, these courses, delivered in a blended format, may be completed through an applicable, appropriate Host Campus: **BIO189, BIO201, BIO202, BIO205, CHM130, HCR240, MAT151, and PSY230**.

Home Campus - Tempe

- Tucson (Host)
- Phoenix (Host)

Home Campus - Phoenix

- Tucson (Host)
- Tempe (Host)

Home Campus – Arlington

- Falls Church (Host)
- Chesapeake (Host)

Home Campus - Tucson

- Tempe (Host)
- Phoenix (Host)

Home Campus - Tampa

- Ft. Lauderdale (Host)
- Sarasota (Host)
- Melbourne (Host)

Home Campus - Ft. Lauderdale

- Tampa (Host)
- Sarasota (Host)
- Melbourne (Host)

Home Campus - Sarasota

- Ft. Lauderdale (Host)
- Tampa (Host)
- Melbourne (Host)

Home Campus - Melbourne

- Tampa (Host)
- Sarasota (Host)
- Ft. Lauderdale (Host)

Home Campus – Dallas

- Ft. Worth (Host)

Home Campus - Ft. Worth

- Dallas (Host)

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.

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. If there is not an open site or one with availability to schedule testing, the student will be required to report for testing at the next possible opportunity. 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. Transportation costs will be furnished by the College.

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.

Transportation costs (if applicable) and initial "for cause" testing is at the expense of Arizona College of Nursing.

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:

AFS - Academic Foundations

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

AFS 100
ACADEMIC FOUNDATIONS SEMINAR

Credit Hours: 0

This seminar is focused on building a strong foundation for student success in the BSN program. The workshops in this seminar focus on equipping students with essential knowledge, skills, and attitudes as they progress through their nursing education. The purpose of the course is to ensure that all students enrolled in the BSN program at Arizona College of Nursing are familiar with the resources used in the program, able to demonstrate access to their resources, are fully informed about the program requirements, and introduced to strategies to support their success.

■ *Prerequisites: None*

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*

ARIZONA COLLEGE of Nursing®

TUITION, REFUND POLICIES & FINANCIAL AID



Ft. Lauderdale Campus

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 x 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.


Tempe Campus

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.

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 period of attendance], 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 15calendar 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:
  1. Satisfactorily completed at least 90 percent of the required coursework for the program; and
  2. 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.

Military Tuition Assistance
Military Tuition Assistance (TA) is awarded under the assumption that you will attend school for the entire period for which the assistance is awarded. If you withdraw or are dismissed, you may no longer be eligible for the full amount of TA funds originally awarded. The College will return any unearned TA funds on a proportional basis through at least the 60 percent point of the period for which the funds were provided, with unearned funds returned based upon your last date of attendance (LDA). If you stop attending due to a military service obligation and notify the Arizona College of Nursing/Arizona College of that obligation, Arizona College of Nursing/Arizona College will work with you to identify solutions that will not result in a debt balance for the returned portion.

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.


Tempe Campus

STUDENT FINANCIAL ASSISTANCE


DallasCampus

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.

MILITARY TUITION ASSISTANCE

Military Tuition Assistance (TA) is awarded under the assumption that you will attend school for the entire period for which the assistance is awarded. If you withdraw or are dismissed, you may no longer be eligible for the full amount of TA funds originally awarded. The College will return any unearned TA funds on a proportional basis through at least the 60 percent point of the period for which the funds were provided, with unearned funds returned based upon your last date of attendance (LDA). If you stop attending due to a military service obligation and notify the Arizona College of Nursing/Arizona College of that obligation, Arizona College of Nursing/Arizona College will work with you to identify solutions that will not result in a debt balance for the returned portion.

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, 33, or 35 (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, 33, or 35.

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 31,33, or 35 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, chapter 33, Post-9/11 GI Bill® benefits, or chapter 35. 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. The Arlington campus is not currently approved by the U.S. Department of Veterans Affairs (VA) for the training of students utilizing VA education benefits. As a result, VA education benefits cannot be certified for enrollment at this location at this time.

AUTOMATIC RE-ENROLLMENT OF COVERED INDIVIDUALS RECEIVING VA EDUCATION BENEFITS

In accordance with 38 U.S.C. § 3679(e), the institution prohibits the automatic renewal, re-enrollment, or registration of any Covered Individual receiving U.S. Department of Veterans Affairs (VA) education benefits into future courses, terms, academic years, or programs of education without the student's explicit approval.

Students utilizing VA education benefits must affirmatively request and approve each enrollment for which they wish to receive VA educational benefits. The institution will not enroll, register, or submit a VA enrollment certification based solely on a student's previous enrollment, prior certification, or presumed intent to continue.

Documented student authorization must be obtained before any subsequent enrollment, registration, or VA enrollment certification is processed. The institution maintains documentation of the student's approval in accordance with institutional record retention policies.

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:	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). 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). 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.
ELIGIBILITY:	Subsidized: $3,500 - $5,500, depending on grade level Unsubsidized: $2,000 - $7,000 (less any subsidized amounts received for same period), depending on grade level and dependency status Parent PLUS: Up to cost of attendance minus any other financial aid received

		LOANS FIRST DISBURSED ON OR AFTER	
LOAN TYPE	BORROWER TYPE	7/1/2024 AND BEFORE 7/1/2025	7/1/2025 AND BEFORE 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 for students that neither of their parents completed a bachelor's degree program; the completion of a parental college attestation form is required.

GED® SCHOLAR SCHOLARSHIP

TYPE OF AID:	Scholarship
DESCRIPTION:	This scholarship is for 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 students who previously completed a diploma, certificate, associate's, or bachelor's degree 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 for students that have dependents living in their home who are age 18 or under and the student works a minimum of 10 hours per week; the completion of an employment and dependent attestation is required.

ACHIEVEMENT SCHOLARSHIP

TYPE OF AID:	Scholarship
DESCRIPTION:	This merit-based scholarship is awarded to students that possess a CGPA of 3.0 or higher from all coursework leading to a degree of study.

OPPORTUNITY SCHOLARSHIP

TYPE OF AID:	Scholarship
DESCRIPTION:	This scholarship is for those students with the greatest financial need. Based on the completion of the Free Application for Federal student Aid, the student has a Student Aid Index of Zero or below.

VALUES SCHOLARSHIP

TYPE OF AID:	Scholarship
DESCRIPTION:	This scholarship is for active students enrolled full time in the Bachelor of Science in Nursing program and is in good academic standing.

To learn more about scholarship options at Arizona College of Nursing, please see the Financial Aid Department.
Institutional scholarships are not offered at the California campuses.
All internal scholarships are tuition-based. External scholarships are applied as tuition-based unless the funding organization specifies that the funds must be allocated differently.


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

REPAYMENT TERMS OF DIRECT LOANS

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

Repayment Summary

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

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 30th 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.

COLLECTIONS POLICY

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 may result in the termination of their enrollment at Arizona College.

Students are expected to remain current on their financial obligations to the College in accordance with their payment agreement and applicable institutional policies. If a student fails to make a required payment, the College will initiate a progressive outreach process to discuss the delinquency, available options, and the potential impact on the student's continued enrollment and academic progression.

As part of this process, a College representative will communicate with the student following a missed payment, conduct one or more meetings regarding the student's outstanding balance, provide written follow-up or reminder communications, and notify the student of any restrictions on future registration or progression resulting from unresolved financial obligations.

Students who remain financially delinquent after these notifications and resolution attempts may be prevented from registering for or progressing into future courses, may be administratively removed from future course registrations, and may be unable to continue enrollment until their financial obligations have been satisfied or otherwise resolved in accordance with College policy. The College will provide adequate and clear notice of any action affecting a student's enrollment or progression due to unresolved financial obligations. Any adverse consequences to the student will occur after the completion of their current semester.

The College encourages students experiencing financial difficulty to communicate promptly with a College representative. The College's objective is to communicate with students regarding delinquent accounts and, where appropriate and consistent with institutional policy, provide students with an opportunity to resolve outstanding financial obligations before administrative action affecting enrollment or academic progression is taken.

ARIZONA COLLEGE of Nursing®

ACADEMIC STANDARDS



Ft. Lauderdale Campus

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.A clock hour is defined as a 60-minute period of scheduled instruction. This 60-minute period may include a break not to exceed 10 minutes. 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.

If there are extenuating circumstances that may cause or are 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. Required documentation must be submitted and approved prior to the 14th consecutive day of absence. **Extenuating circumstances for the 14-day attendance policy are limited to jury duty and military service only.**

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 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, unsafe patient care or inappropriate conduct;
- Students terminated for Satisfactory Academic Progress (SAP)*, must have an approved appeal on file.
- 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" 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, unsafe patient care or inappropriate conduct.
- Students terminated for Satisfactory Academic Progress (SAP), must have an approved appeal on file.
- 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.

* 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.

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.

STUDENT PRIVACY AND PROCTORING

- Arizona College of Nursing is committed to protecting student privacy. Students have private and secure ways to communicate with faculty and school administrators, including official email, phone communication, and secure learning management system (LMS) tools. Some assessments may require proctoring to support academic integrity. When proctoring is used, the College takes steps to minimize intrusion into student privacy. Live, in person proctoring is preferred whenever possible. If remote or technology-based proctoring is required, only information necessary to verify identity and ensure exam integrity is collected.Proctoring recordings, when used, are reviewed only if academic integrity concerns arise and are accessible only to authorized personnel. All proctoring data is handled confidentially and in accordance with student privacy laws, including the Family Educational Rights and Privacy Act (FERPA). Students are informed in advance when proctoring is required and may request approved accommodations as applicable.

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 as listed in your course syllabus must be achieved to progress in the program.
- A retake exam which will be different from the original exam, will be required for those who do not achieve the passing standard.
- 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 the passing standard on the third attempt will result in the failure of the practicum 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.

Students are prohibited from recording any conversations, interactions, or activities on campus, whether by audio, video, or audio-video means, on any device, without prior authorization from the College. This prohibition applies to all in-person and virtual interactions involving students, faculty, staff, or third parties. Recording of lectures or instructional activities is permitted only at the discretion of the faculty member and may be subject to additional conditions or approvals. Unauthorized recording may result in disciplinary action.

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 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.

EXTENUATING CIRCUMSTANCES

Arizona College of Nursing understands that there are extenuating circumstances which can impact a student's ability to meet institutional requirements in regard to attendance, participation, and progression. Arizona College of Nursing defines an extenuating circumstance as *"an event that is outside of the student's immediate or foreseeable control, could not have been reasonably anticipated, and significantly interferes with the student's ability to meet academic obligations."*

Requests involving extenuating circumstances must include credible supporting documentation (e.g., doctor's note, court orders, police statement) that clearly identifies the nature, timing, and impact of the circumstance on the student's ability to participate in institutional requirements.

Examples of extenuating circumstances may include, but are not limited to:

- Serious illness, injury, or medical condition of student or immediate family member
- Death of an immediate family member
- Natural disaster or catastrophic event
- Military deployment or required service obligations
- Jury duty

Note: For purposes of the 14-day attendance policy, jury duty and military service are the only approved extenuating circumstances

Examples of items not defined as extenuating circumstances may include, but are not limited to:

- Childcare obligations or routine caregiving responsibilities
- Transportation issues
- Employment or work schedule conflicts
- Lack of time management or preparedness
- Voluntary travel or absences

Note: Clinical hours are required for program completion, accreditation, and licensure eligibility. Approval of extenuating circumstances does not waive clinical requirements nor guarantee a makeup clinical will be available. Students remain responsible for completing all required clinical hours and program competencies.

* 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 examples included below are provided to help illustrate what may be considered a violation of the Arizona College of Nursing Code of Conduct, but they do not cover every possible situation.

- Engaging in conduct that calls into question the student's integrity, ethical judgment, or ability to meet the professional standards of the nursing profession, or that may adversely impact patient safety, public trust, or the reputation of the College or the nursing profession
- 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.



Dallas Campus

ACADEMIC INTEGRITY

Arizona College of Nursing students must conduct themselves with honesty, integrity, and sound ethical judgment in all academic work. Any conduct that calls into question a student's integrity, ethical decision-making, or ability to meet the professional standards expected of nurses may constitute a violation of the College's Academic Integrity Policy.

The examples listed below are provided to help illustrate what may be considered a violation of academic integrity, but it is not possible to include every situation.

Students may be subject to progressive intervention/disciplinary action (as described in the Progressive Disciplinary Policy set forth elsewhere in this Catalog) for any conduct that violates the principles of academic integrity or standards of professional behavior, whether or not such conduct is specifically described below.

- Seeking out or obtaining exam answers, through any means, from another student or other source, or communicating exam answers to another student before, during, or following an exam.
- 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
- Collaborating or sharing answers for a take-home exam or assignment unless it is specifically authorized by the instructor
- Submitting written material that is plagiarized, fraudulent, and/or untruthful, or otherwise lying or deliberately misrepresenting yourself for the purposes of gaining an advantage or sabotaging another student.
- Attempting to bypass, disable, or otherwise circumvent exam or assessment security measures, including but not limited to accessing or attempting to access unauthorized applications, websites, devices, accounts, or materials. This includes the use of any device, application, or tool (whether visible or concealed) that enables a student to access, receive, or transmit information during an assessment in a manner not expressly authorized by the instructor. Students are responsible for complying with all restrictions on electronic and wearable devices during assessments. Approved medical devices must be used only for their intended purpose and in accordance with any conditions of approval.
- Failing to comply with required exam or assessment administration, monitoring, submission, or shutdown procedures established by the instructor or proctor, including leaving an exam environment without completing required submission and exit protocols

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.

The examples listed below are provided to help illustrate what may be considered an instance of plagiarism, but it is not possible to include every situation.

- A paper created by Artificial Intelligence (AI), such as Claude, ChatGPT, Sudowrite, or other, similar tools without approval and/or 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.

The use of Artificial Intelligence (AI) or other technologies to obtain unauthorized assistance during assessments (including exams, quizzes, or other graded activities) is strictly prohibited.

The following is a non-exhaustive list of examples of prohibited use of AI or AI-enabled or related technologies:

- Using AI-enabled tools or applications during an exam or assessment to generate, suggest, or confirm answers without authorization
- Using wearable or external technology (including but not limited to smart glasses, earbuds, smart watches, or similar devices) to access, receive, or transmit information during an exam or assessment, except as expressly authorized or approved for medical use with required features disabled. Students are responsible for complying with all restrictions on electronic and wearable devices during assessments. Approved medical devices must be used only for their intended purpose and in accordance with any conditions of approval.

- Accessing and/or using AI tools or other technologies, including to record, during a classroom activity, assignment, or examination, without express permission from the instructor and/or administration.

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 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. If there is not an open site or one with availability to schedule testing, the student will be required to report for testing at the next possible opportunity. 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. Transportation costs will be furnished by the College.

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.

Transportation costs (if applicable) and initial "for cause" testing is at the expense of Arizona College of Nursing.

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) 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

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 offensiveor 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



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.



Tempe Campus

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, heath care facility or college at risk. Patterns of behaviors of unacceptable risk and/or a single event of a serious nature are considered unsafe practices.

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

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

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
MOTOR ABILITIES	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.
MANUAL DEXTERITY	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.
PERCEPTUAL/ SENSORY ABILITY	Sensory/perceptual ability to monitor and assess clients.	• Sensory abilities sufficient to hear alarms, auscultatory sounds, cries for help, etc. • Visual acuity to read calibrations on 1 cc syringe, assess color (cyanosis, pallor, etc.) • Tactile ability to feel pulses, temperature, palpate veins, etc. Olfactory ability to detect smoke, odor, etc.
BEHAVIORAL/ INTERPERSONAL/ EMOTIONAL	• Ability to relate to colleagues, staff and patients with honesty, civility, integrity and non-discrimination. • Capacity for development of mature, sensitive, and effective therapeutic relationships. • Interpersonal abilities sufficient for interaction with individuals, families and groups from various social, emotional, cultural and intellectual backgrounds. • Ability to work constructively in stressful and changing environments with the ability to modify behavior in response to constructive criticism. • Negotiate interpersonal conflict. • Capacity to demonstrate ethical behavior, including adherence to the professional nursing and student code of conduct.	• Establish rapport with patients/clients and colleagues. • Work with teams and workgroups. Emotional skills sufficient to remain calm in an emergency. • Behavioral skills sufficient to demonstrate the exercise of good judgment and prompt completion of all responsibilities attendant to the diagnosis and care of clients. • Adapt rapidly to environmental changes and multiple task demands. • Maintain behavioral decorum in stressful situations.
SAFE ENVIRONMENT FOR PATIENTS, FAMILIES AND CO-WORKERS	• Ability to accurately identify patients. • Ability to effectively communicate with other caregivers. • Ability to administer medications safely and accurately. • Ability to operate equipment safely in the clinical area. • Ability to recognize and minimize hazards that could increase healthcare associated infections. • Ability to recognize and minimize accident hazards in the clinical setting including hazards that contribute to patient, family and co-worker falls.	• Prioritizes tasks to ensure patient safety and standard of care. • Maintains adequate concentration and attention in patient care settings. • Seeks assistance when clinical situation requires a higher level or expertise/experience. • Responds to monitor alarms, emergency signals, call bells from patients and orders in a rapid and effective manner.
COMMUNICATION	• 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). • Required communication abilities, including speech, hearing, reading, writing, language skills and computer literacy • Communicate professionally and civilly to the healthcare team including peers, instructors and other professional staff.	• 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. • Elicits and records information about health history, current health state and responses to treatment from patients or family members, accurately. • Conveys information to clients and others to teach, direct and counsel individuals in an accurate, effective and timely manner. • Establishes and maintain effective working relations with patients and co-workers. • Recognizes and reports critical patient information to other caregivers.
COGNITIVE/ CONCEPTUAL/ QUANTITATIVE ABILITIES	• Ability to read and understand written documents in English and solve problems involving measurement, calculation, reasoning, analysis and synthesis. • Ability to gather data, develop a plan of action, establish priorities, and monitor and evaluate treatment plans, modalities and outcomes. • Ability to comprehend three-dimensional and spatial relationships. • Ability to react effectively in an emergency.	• Calculates appropriate medication dosage given specific patient parameters. • Analyzes and synthesizes data and develop an appropriate plan of care. • Collects data, prioritizes needs and anticipate reactions. • Comprehends spatial relationships adequate to properly administer injections, start intravenous lines or assess wounds of varying depths. • Recognizes an emergency and responds effectively to safeguard the patient and other caregivers. • Transfers knowledge from one situation to another. • 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.
PUNCTUALITY/ WORK HABITS	• Ability to adhere to policies, procedures and requirements as described in the college catalog and course syllabi. • Ability to complete classroom and clinical assignments and submit assignments at the required time. Ability to adhere to classroom and clinical schedules.	• Attends class and submits clinical assignments punctually. • Reads, understands and adheres to all policies related to classroom and clinical experiences. • Contacts instructor in advance of any absence or late arrival.
ENVIRONMENT	• 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 • Ability to tolerate exposure to allergens (chemical, etc.). • Ability to tolerate wearing protective equipment (e.g., mask, gown, gloves)	• Takes appropriate precautions for possible exposures such as communicable disease, blood borne pathogens and latex. • Uses Personal Protective Equipment (PPE) appropriately.

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

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: 1ST 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: 2ND Written Warning – This occurs when the student has already received a 1ST written warning and new issues or unresolved issues continue.

Step Four: 3RD /Final Action- This follows the 2ND 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

A grievance or complaint is a written expression of dissatisfaction or concern submitted by a student regarding an Arizona College of Nursing action, decision, process, condition, or experience, for which the student seeks review or resolution through the procedures set forth in this Policy.

The grievance process is intended to address concerns involving the application of College policies or procedures, the fairness of administrative actions, or other matters affecting the student's educational experience. It is not intended to provide a mechanism for challenging matters of academic judgment, including the assignment of grades, or for requesting exceptions to established academic or institutional policies.

Requests for exceptions to College requirements or decisions, such as petitions to remain enrolled following an academic dismissal, requests for readmission, or other appeals seeking relief from the application of an academic or institutional policy, must be submitted through the applicable appeal process described in the College Catalog or other governing policies. An appeal requests that the College reconsider or grant an exception to a decision or policy, whereas a grievance alleges that a College action, decision, or process was improper, unfair, inconsistent with College policy, or otherwise warrants review.

Submission of a grievance or complaint does not mean that the matter falls within the scope of this Policy. The College will determine whether the issue is appropriately addressed under the grievance procedures or should instead be resolved through another applicable policy or process, including the appeal procedures.

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 Website: https://www.schev.edu/ Phone Number: (804)-225-2600). 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://abhes.org

If the student complaint cannot be resolved after exhausting the Institution's grievance procedure, the student may file a complaint with the Arizona State Board for Private Post-Secondary Education. The student must Contact the State Board for further details.

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, MMS#12HSR
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
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
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

Students must address their concerns about their school or the BSN program by following the grievance process outlined above.

Students dissatisfied with the school's response to their complaint or who are not able to file a complaint with the school, can file a formal complaint with TWC, as well as with other relevant agencies or accreditors, if applicable.

Information on filing a complaint with TWC can be found on TWC's website at http://www.texasworkforce.org/careerschoolstudents.

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)
(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/

"The Virginia State Approving Agency (SAA) is the approving authority of education and training programs for Virginia. Our office investigates complaints of GI Bill® beneficiaries. While most complaints should initially follow the school grievance policy, if the situation cannot be resolved at the school, the beneficiary should contact our office via email at saa@dvs.virginia.gov."

"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 https://www.va.gov/education."

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
https://dsps.wi.gov/Pages/Programs/EducationalApproval

ARIZONA SARA GRIEVANCE PROCESS

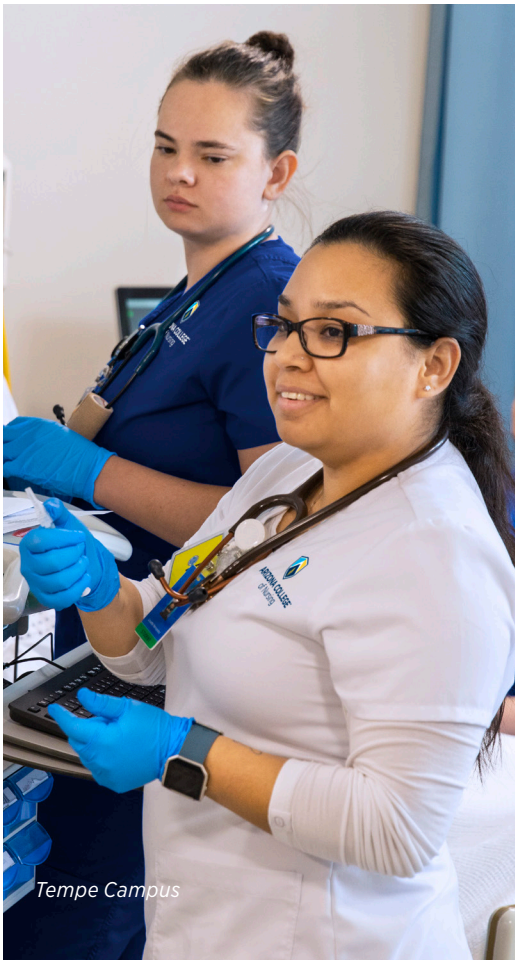
Distance Education students outside of Arizona, who have completed the institution's grievance process and the applicable state grievance process with the Arizona State Board for Private Postsecondary Education (AZPPSE), may appeal complaints to the AZ-SARA.

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 additionalinformation 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

ARIZONA COLLEGE of Nursing®

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, collection agent, or provider performing quality assurance, compliance monitoring, or related evaluation services); 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 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/.

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
(602) 759-2230

Deputy Coordinators:
Corporate
Wendy Soliz
2510 West Dunlap Ave.
Suite 300
Phoenix, AZ 85021
wsoliz@arizonacollege.edu
(602) 759-2293

Arlington
Maddie Caballo
2800 Crystal Dr. Suite 600
Arlington, VA 22202
mcaballo@arizonacollege.edu
(602) 759-2230

Atlanta
Kwanza Thomas
8200 Roberts Dr.
Suite 300
Sandy Springs, GA 30350
kwanza.thomas@arizonacollege.edu
(404) 795-8941

Aurora
Tony Mendez
3131 South Vaughn Way
Suite 525
Aurora, Colorado 80014
anthony.mendez@arizonacollege.edu
(720) 343-4628

Chesapeake
Monique Rodriquez
545 Belaire Ave
Chesapeake, VA 23320
monique.rodriquez@arizonacollege.edu
(757) 577-9103

Cincinnati
Iris Patton
11500 Northlake Dr.
Suite 105
Cincinnati, OH 45249
iris.patton@arizonacollege.edu
(513) 991-8154

Cleveland
Jason Ross
3401 Enterprise Pkwy, Suite 100
Beachwood, OH 44122
jason.ross@arizonacollege.edu
(216) 423-6803

Columbus
Megan Standiford
445 Hutchinson Ave, Suite 400
Columbus, Ohio 43235
megan.standiford@arizonacollege.edu
(380) 236-1033

Dallas
Stephen Lewis
8330 Lyndon B. Johnson Fwy.
Suite B100
Dallas, Texas 75243
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
(703) 682-8238

Fort Lauderdale
Anastasia Razumovskiy
600 Corporate Dr.
Suite 200
Fort Lauderdale, Florida 33334
arazumovskiy@arizonacollege.edu
(754) 220-3196

Fort Worth
Stephen Lewis
6000 Western Pl., Suite 118
Fort Worth, TX 76107
stephen.lewis@arizonacollege.edu
(480) 265-3587

Greenville
Elaina Lang
150 Executive Center Drive, Suite 200,
Greenville, SC 29615
elaina.lang@arizonacollege.edu
(864) 743-6810

Hartford
Jennifer Joseph
99 East River Drive, Suite 901
East Hartford, CT 06108
jennifer.joseph@arizonacollege.edu
(860) 426-6809

Las Vegas
Nicki Owen
8363 W. Sunset Rd.
Suite 200
Las Vegas, Nevada 89113
nichoel.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
Rachel Carey
434 W. Ascension Way
Suite 500
Murray, Utah 84123
rachel.carey@arizonacollege.edu
(385) 799-6510

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
Kirk Washington
1807 Park 270 Drive, Suite 500
Maryland Heights, Missouri 63146
kirk.washington@arizonacollege.edu
(314) 441-3831

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 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,

* 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.

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 and prospective students and employees the Annual 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 Consumer Information webpage.

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. Consumer Information Page

Anti-Hazing

In accordance with the federal Stop Campus Hazing Act (SCHA) (Pub. L. 118-173), an amendment, enacted in 2024, to the Higher Education Act of 1965 (Pub. L. 89-239), hazing is strictly prohibited at Arizona College of Nursing. Information about the Anti-Hazing Policy is available on the Consumer Information webpage and in the Annual Security Report, which is also accessible there.

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**, especially their FAQ's at **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
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) 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

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 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	*

*CONDUCTED AT VARIOUS TIMES OR OTHERWISE REQUIRED DUE TO CIRCUMSTANCES.

**THE AMOUNTS ABOVE ARE ESTIMATES AND ADDITIONAL COSTS MAY BE INCURRED OR MAY BE LESS THAN AMOUNT PROVIDED.

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	$17,850.00
NON-REFUNDABLE: REGISTRATION FEE (ONE-TIME FEE)	$49.00
NON-REFUNDABLE: RESOURCE FEE (PER SEMESTER)	$700.00
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.	$149,149.00

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



Tempe Campus

MEDICATION ADMINISTRATION

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

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

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

RESTRICTIONS

In clinical, students are restricted from the following behaviors:

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

INFECTION CONTROL

Bloodborne Pathogens

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

Standard Precautions:

- All blood and body fluids are considered potentially infectious and are treated as if known to be infectious for HIV, HBV and other blood-borne pathogens.
- Contaminated sharps shall not be bent, recapped or removed. Shearing or breaking of contaminated needles is prohibited.
- Contaminated sharps must be placed in an appropriate container as soon as possible.
- Eating, drinking, smoking, applying cosmetics or lip balm and handling contact lenses are prohibited in the work area where there is a likelihood of occupational exposure. Mouth pipetting/suctioning of blood or other potentially infectious materials is prohibited.
- When exposure is possible, personal protective equipment shall be used. Personal protective equipment requirements include:
  - Gloves shall be worn when it can be reasonably anticipated the individual may have contact with blood, other potentially infectious materials, mucous membranes and non-intact skin; when performing vascular access procedures; and when touching contaminated items or surfaces.
  - Masks, eye protection and face shields shall be worn whenever splashes, spray, splatter or droplets of blood or other potentially infectious materials may be generated and eye, nose or mouth contamination can be reasonably anticipated.
  - Gowns, aprons and other protective body clothing shall be worn in occupational exposure situations and will depend upon the task and the degree of exposure anticipated.
  - Surgical caps or hoods and shoe covers shall be worn in instances when gross contamination can be reasonably anticipated.
  - Hands must be washed immediately after removal of gloves or other personal protective equipment. Contaminated gloves should be removed and disposed of in the appropriate receptacle before leaving a patient's room.

Exposure Guidelines

- Students must wear appropriate protective clothing/equipment when performing any task(s) that may involve exposure to body fluids.
- Any direct exposure to body fluids occurring while functioning as a nursing student must be reported immediately to the clinical instructor.
- Students exposed to body fluids shall follow this protocol:
  1. Wash the area immediately with a disinfectant agent; for eye splashes, rinse the area with copious amounts of clean water.
  2. Report the incident to the clinical instructor.
  3. Immediately go to an Emergency Department or Urgent Care to seek triage and treatment. The student is responsible for all costs related to exposure, triage, and treatment.
  4. In coordination with the clinical instructor, notify the agency department supervisor, the Dean of Nursing and the 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 LIRNs 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 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 118 hours of support each week; Monday through Friday, 6:00 am to Midnight EST and Saturday and Sunday, 10:00 am to Midnight 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.

ARIZONA COLLEGE of Nursing®

ADMINISTRATION & FACULTY*



Ft. Lauderdale Campus

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

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

Amber Kool
Interim Chief Academic Officer
Doctor of Nursing Practice, American Sentinel 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

Tamara Poole
Vice President of Operations
Doctor of Nursing Practice, DePaul University
Master of Science in Nursing, DePaul University
Bachelor of Arts in Psychology, Elmhurst University

Julio Quiñones
Chief Operating Officer
Master of Business Administration, Stanford University
Bachelor of Science, California Sate University

Hermina Yarde
Senior Vice President of Operations
Master of Business Administration Southern Polytechnic State University
Bachelor of Science in Nursing Long Island University

Arlington Campus

Administration

Robert F. DeFinis, EdD
Senior Campus President
Doctor of Education, Argosy University
Master of Education, Chestnut Hill College

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

Faculty

James Boyer, MPA, BS
Gen Ed Adjunct
Master of Public Administration, University of Nevada - Las Vegas
Bachelor of Science in Urban Studies, University of Nevada - Las Vegas

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

Karen Hendry, DNP, MEd, BSN
Gen Ed Adjunct
Doctor of Nursing Practice, University of Massachusetts Amherst
Master of Education, Springfield College
Bachelor of Science in Nursing, Syracuse 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

William Meruvia, MS
Gen Ed Adjunct
Master of Science in Biology, Mississippi College
Bachelor of Science in Biology Medical Sciences, Mississippi College

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

Mazdak Tehrani, PharmD, BS
Gen Ed Faculty
Doctor of Pharmacy, Union University
Bachelor of Science in Pharmaceutical Sciences, Campbell University

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

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

Kelli Adams, MBA,BBA,AS
Executive Director of Enrollment Services
Master of Business Administration, University of Phoenix
Bachelor of Business Administration, University of West Georgia
Associate of Science - General Studies, Georgia Highlands College

Carla Wade, MBA
Director of Financial Aid
Master of Business Administration, Colorado Technical University

Faculty

Sabrina Davis, DC, MS, BA
Gen Ed Adjunct
Doctor of Chiropractic, Life University
Master of Science in Positive Psychology, Life University
Bachelor of Arts in Biology, Talladega College

Amber Featherstone, MA, BS
Gen Ed Adjunct
Master of Arts in English, University of Nevada - Las Vegas
Bachelor of Science in English, Utah Valley University

Kristina Garner, EdD, MS, BS
Gen Ed Adjunct
Doctor of Education in Curriculum & Instruction, Liberty University
Master of Sicence in Chemistry, Georgia State University
Bachelor of Science in Microbiology and Cell Science, University of Florida

Shripad Kulkarni, MS, BS
Gen Ed Adjunct
Master of Science in Physics, University of Central Florida
Bachelor of Science in Physics, Mathematics, and Statistics, Fergusson College

Gretchen Kurtenacker, D.Sc., MS, BS
Gen Ed Adjunct
Doctor of Science in Holistic Nutrition, Hawthorn University
Master of Science in Health and Nutrition Education, Hawthorn University
Bachelor of Science in Clinical Laboratory Science, University of Cincinnati

Eddquinia McCoy-Hogan, EdD, MA, BS
Gen Ed Adjunct
Doctor of Education in Elementary Education, Brenau University
Master of Arts in Teaching, Alcorn State University
Bachelor of Science in Psychology, Jackson State University

Brian Reid, MS,BS
Gen Ed Adjunct
Master of Science in Neuroscience, Georgia State University
Bachelor of Science in Neuroscience, Georgia State University

Sierra Stewart, PhD, MHA, BS
Gen Ed Adjunct
Doctor of Philosophy in General Psychology, Grand Canyon University
Master of Health Administration, University of Phoenix
Bachelor of Science in Psychology, University of Nevada - Las Vegas

Staff

Karen Phillips
Campus Support Coordinator

Rashaun Phillips
Student Achievement Coach

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

Candice Lopez Trejo, MSN, CMSRN, RN
Assistant Dean of Nursing
Master of Science in Nursing, Walden University
Bachelor of Science in Nursing, Platt College School of Nursing

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, DeVry University

Shawtel Toliver
Executive Director of Enrollment Services
Bachelor of Business Administration, Grand Canyon University

Sheri Lunski, MSN, RN
Nursing Lab Manager
Master of Science in Nursing, Chamberlain College of Nursing
Bachelor of Science in Nursing, Arizona State University

Faculty

Andrew Allen, DC
Gen Ed Adjunct
Doctor of Chiropractic, Palmer College of Chiropractic West

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

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

Stephen Bradley, PhD
Gen Ed Adjunct
Doctor of Philosophy in Microbiology, Molecular Biology, and Biochemistry, University of Idaho
Master of Education in Instructional Design, Western Governors University
Bachelor of Science in Microbiology, Washington State University

Erin Bullock, MSN, RN
Nursing Adjunct
Master of Science in Nursing, Frontier Nursing University
Bachelor of Science in Nursing, Hawaii Pacific University

Emily Chaffin, MA
Gen Ed Adjunct
Master of Arts in English, Arkansas State University
Bachelor of Arts in English, Faulkner University

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

Sacha Force, MSN, RN, RNC-NIC
Nursing Adjunct
Master of Science in Nursing, Chamberiain University
Bachelor of Sceince in Nursing, University of Colorado at Colorado Springs

Chanda Gonzalez, MS
Gen Ed Adjunct
Master of Science in Public Health/Global Health, Goodwin College
Bachelor of Arts in Liberal Studies/ Sociology, Southern Connecticut State University

Hannah Hathaway, PhD
Gen Ed Adjunct
Doctor of Philosophy in Pharmacology, Georgetown University
Bachelor of Arts in Biochemistry, Biological Sciences-MCD, Mathematics, Chemistry, University of Colorado Boulder

Jennifer Heisser, DNP, RN
Nursing Faculty
Doctor of Nursing Practice, Colorado Christian University
Master of Science in Nursing , University of Phoenix
Bachelor of Science in Nursing, University of Phoenix

Vicki Hoffman, MSN, RN, CNN, CNML
Nursing Faculty
Master of Science in Nursing, University of Phoenix
Bachelor of Science in Nursing, Colorado Mesa University

Jennifer Jost, MSN, RN, PMH-NP
Nursing Adjunct
Master of Science in Nursing, Vanderbilt University
Associate of Applied Science in Nursing, Moraine Park Technical College

Nina Knoll, MSN, RN, IP
Nursing Adjunct
Master of Science in Nursing, Walden University
Associate of Applied Science in Nursing, Northeastern Junior College

Mary Lewis, MA
Gen Ed Adjunct
Master of Arts in Christian Counseling, American Christian College and Seminary
Bachelor of Arts in Christian Counseling, American Christian College and Seminary

Tara Liang, MSN, BSN
Nursing Faculty
Master of Science in Nursing, Grand Canyon University
Bachelor of Science in Nursing, Platt College of Nursing

Alicia Lucero, MSN, RNC-OB
Nursing Adjunct
Master of Science in Nursing, Western Governors University
Bachelor of Science in Nursing, Western Governors University

Michelle Lynn, MSN, RN
Nursing Adjunct
Master of Science in Nursing, University of Colorado
Bachelor of Applied Science in Health Sciences, Northern Arizona University

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

Sarah Moses, MSN, RN, WCC
Nursing Faculty
Master of Science in Nursing, Capella University
Bachelor of Sceince in Nursing, Capella University

Shelly Nelson, MSN, RN, CEN, CPEN
Nursing Adjunct
Master of Science in Nursing, Grand Canyon University
Bachelor of Science in Nursing, Platt College

Chinaza Nwosa, DNP, RN
Nursing Adjunct
Doctor of Nursing Practice, Thomas Edison State University
Bachelor of Science in Nursing, University of Wisconsin-Madison

Britt Parker, MSN, RN
Nursing Faculty
Master of Science in Nursing , Grand Canyon University
Bachelor of Science in Nursing, University of Wyoming

Dalybeth Reasoner, MS
Gen Ed Adjunct
Master of Science in Counseling Psychology, Chaminade University of Honolulu
Bachelor of Arts in Psychology, University of Hawaii at Manoa

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, University of South Alabama
Bachelor of Science in Nursing, Georgia Southern University

Kate Shea, MSN-Ed, RN
Nursing Faculty
Master of Science in Nursing Education, Grand Canyon University
Bachelor of Sceince in Nursing, Grand Canyon University

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

Joel Sterling, MSN, RN, PMH-BC
Nursing Adjunct
Master of Science in Nursing, Excelsior University
Associate of Applied Science in Nursing, Delaware Technical Community College

Nicole Stewart, MS
Gen Ed Adjunct
Master of Science in Environmental Sciences, University of Colorado
Bachelor of Science in Chemistry, University of Colorado

Chanda Street, DNP, MSN, RN
Nursing Adjunct
Doctor of Nursing Practice, Post University
Master of Science in Nursing, Colorado Technical University
Bachelor of Science in Nursing, Liberty University

Netsanet Teklemariam, DNP, MSN, RN
Nursing Adjunct
Doctor of Nursing Practice, University of Colorado
Master of Science in Nursing-Adult Gerontology, University of Colorado

Kayla Tillisch, MSN, RN
Nursing Faculty
Master of Science in Nursing, Capella University
Bachelor of Science in Nursing, Capella University

Alison Tinker, MSN, RN
Nursing Adjunct
Master of Science in Nursing - Midwifery, Frontier Nursing University
Bachelor of Sceince in Nursing, Regis 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

Ashley Watson, MSN, FNP-C, CPN
Nursing Adjunct
Master of Science in Nursing, Walden University
Bachelor of Science in Nursing, Arkansas State University

Kellie Wollbrinck, MSN, RN
Nursing Adjunct
Master of Science in Nursing, Devenport University
Bachelor of Science in Nursing, Devenport University

Staff

Fernald Isabel
Academic Records Manager

Anthony Mendez
Student Achievement Manager

October Minnotte
Academic Support Coordinator

Kristyn Wujcik
Clinical Coordinator

Joey Yang
Student Achievement Coach

Chesapeake Campus

Administration

Jeremiah Scarbrough, BA
Senior Campus President
Bachelor of Arts in History, University of Florida

Deb Leveille, PhD, MSN BSN, RN
Dean of Nursing
Doctor of Philosophy in Nursing, University of Massachussetts - Chan Medical School
Master of Science in Nursing, University of New Hampshire
Bachelor of Science in Nursing, University of New Hampshire

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

Ricky Brown
Executive Director of Enrollment Services
Associates of Arts in General Studies , Regent University

Faculty

Al Acuesta, MSN, BSN, RN
Nursing Adjunct
Master of Science in Nursing, Chamberlain University
Bachelor of Science in Nursing, George Mason University

Alyssa Baldwin, PhD, MEd,BS
Gen Ed Adjunct/Academic Records Manager
Doctor of Philosophy in Higher Education Adminstration, Liberty University
Master of Education in Teaching and LRN-Leadership, Liberty University
Master of Arts in English, Grand Canyon University
Bachelor of Science in Interdisciplinary Studies, Maranatha Baptist 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 Adjunct
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 Unviersity
Bachelor Degree in Nursing, St. Jude College

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

Jocelyn Erwin, DNP, MSN, BSN
Nursing Adjunct
Doctor of Nursing Practice, Post University
Master of Science in Nursing Leadership & Management, Western Governor's University
Bachelor of Science in Nursing, University of Guam

Denise Flores, MSN, BSN, RN
Nursing Adjunct
Master of Science in Nursing, University of Phoenix
Bachelor of Science in Nursing, University of Phoenix

Andrew Greenberg, MA
Gen Ed Adjunct
Master of Arts in Public Policy, Liberty University
Bachelor of Science in Political Science, Lamar University

Nina Gujabidze, MSN, RN
Nursing Adjunct
Master of Science in Nursing, Vermont State 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

Gabrielle Holcombe, MD
Gen Ed Adjunct
Doctor of Medicine, Lyceum Northwestern University
Bachelor in Medical Laboratory Science, Lyceum Northwestern 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 Adjunct
Master of Science in Nursing, Capella University
Bachelor of Science in Nursing, Norfolk State University

Loleta Jenkins-Hammond, MSN, BSN, RN
Nursing Adjunct
Master of Science in Nursing, Kaplan University
Bachelor of Science in Nursing, Old Dominion University

Aminah Johnson, MSN, BS
Nursing Faculty
Master of Science in Nursing, Chamberlain University
Bachelor of Science in Health Administration, University of Phoenix
Associate in Science in Nursing, Pensacola State College

Lamonica Johnson, DNP, BSN
Nursing Faculty
Doctor of Nursing Practice, University of New Hampshire
Bachelor of Science in Nursing, Grambling State University

Lician Johnson-Edwards, MSN, BSN, RN
Nursing Adjunct
Master of Science in Leadership & Management, Western Governors University
Bachelor of Science in Nursing, Northern Caribbean University

Andrew Kloefkorn, MPA, MA, BS
Gen Ed Adjunct
Master of Public Administration, Tarleton State University
Master of Arts In Political Sceience, University of Iowa
Bachelor of Science in Political Science History, Eastern New Mexico University

Kimberly Lower, MS
Gen Ed Adjunct
Master of Science in Nutrition, Texas Woman's University

Jamaica Munch, MSN-Ed, BSN
Nursing Faculty
Master of Science in Nursing Education, Walden University
Bachelor of Science in Nursing, Lyceum Northwestern University

April O'Connor, MSN, BSN, RN
Nursing Adjunct
Master of Science in Nursing, Western Governors University
Bachelor of Science in Nursing, Aspen University

Breanna Olden, DNP, MSN
Nursing Adjunct
Doctor of Nursing Practice, Capella University
Master of Science in Nursing, South University

Marie Ortiz, DNP, MSN, BSN
Nursing Faculty
Doctor of Nursing Practice, Walden University
Master of Science in Nursing, Walden University
Bachelor of Science in Nursing, Norfolk State University

Michael Parker, MS, BS
Gen Ed Adjunct
Master of Science in Mathematics, Virginia State University
Bachelor of Science in Math, Virginia State 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 Business 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

Christopher Thompson, DNP, MSN-Ed
Nursing Adjunct
Doctor of Nursing Practice, Virginia Commonwealth University
Master of Science in Nursing, Sentara College of Health Sciences

Shannon Toby, MSN, BA
Nursing Adjunct
Master of Science in Nursing, Sentara College of Health Sciences
Bachelor of Arts in Liberal Arts Management Program, Virginia Wesleyan University

AJ Weaver, MSN, BSN, RN
Nursing Adjunct
Master of Science in Nursing, Liberty University
Bachelor of Science in Nursing, Liberty University

Abby White , MSN, BSN
Nursing Adjunct
Master of Science in Nursing, Loyola University Chicago
Bachelor of Science in Nursing , St. Catherine University

Kaleigh Wilson, MSN, BSN
Nursing Adjunct
Master of Science in Nursing, Duke University
Bachelor of Science in Nursing, University of Virginia

Staff

Nicole Hall
Academic Support Coordinator

Monique Rodriguez
Student Achievement Coach

Bess Wallace
Clincial Coordinator

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

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

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 & 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

Kiara Chitman, MSN-Ed, RN
Nursing Adjunct
Master of Science in Nursing Education, Northern Kentucky University
Bachelor of Science in Nursing, Ohio 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
Bachelor of Arts in History and Political Science, 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

Luke Grantz, DC
Gen Ed Adjunct
Doctor of Chiropractic, Palmer College of Chiropractic
Bachelor of Science in General Science, Palmer College of Chiropractic

Ashley Iyer, MSN, RN
Nursing Adjunct
Master of Science in Nursing, Mount St. Joseph University
Bachelor of Science in Business Administration, Xavier University

Kim Lane, MSN, RN
Nursing Adjunct
Master of Science in Nursing, University of Cincinnati
Bachelor of Science in Nursing, Miami University

Andrew Liljestrand, MS
Gen Ed Adjunct
Master of Science in Statistics, Miami University
Bachelor of Science in Mathematics, Wheaton College

Irene Linsmayer, MSN-Ed, RN
Nursing Adjunct
Master of Science in Nursing Education, Walden University
Associate of Applied Science in Nursing, Northern Virginia Community College

Hope Morris, PhD, MA
Gen Ed Adjunct
Doctor of Philosophy in Educational Leadership, University of the Cumerlands
Master of Arts in English, William Carey University
Bachelor of Arts in English, University of Southern Mississippi

Shannon Myatt, MSN, RN
Nursing Adjunct
Master of Science in Nursing, University of Cincinnati
Bachelor of Science in Nursing, Ohio State University

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

Lori Taylor, MSN, RN
Nursing Adjunct
Master of Science in Nursing, Northern Kentucky University
Bachelor of Science in Nursing, University of Cincinnati

Christian (Taylor) 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 Faculty
Doctor of Nursing Practice, Jacksonville University
Master of Science in Nursing: Nursing Education, Jacksonville University
Bachelor of Science in Nursing, Jacksonville University

Staff

Abigail Becker
Academic Records Manager

Angela Giani
Clinical Coordinator

Iris Patton
Student Achievement Coach

Cleveland Campus

Administration

Warren Glenn, EdD, MEd
Senior Campus President
Doctor of Education, National American University
Master of Education, Cleveland State University
Bachelor of Education, The University of Toledo

Sherry Stone, DNP
Interim Dean of Nursing
Doctor of Nursing Practice , Post University
Master of Science in Nursing, Western Governors University
Bachelor of Science in Nursing , Old Dominion 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

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

Jewel Williams, MBA
Regional Director, Financial Aid
Master of Business Administration, American InterContinental University

Faculty

Ata Abbas, PhD
Gen Ed Adjunct
Doctor of Philosophy in Biochemistry, Hamdard University
Bachelor of Science in Biotechnology, Dr. B. R. Ambedkar University

Xavier Allen, MBA, MEd
Gen Ed Adjunct
Master of Business Administration, Case Western Reserve University
Master of Education, The Ohio State University
Bachelor of Arts, The Ohio State University

Ruba Alsheyab, PHD
Gen Ed Adjunct
Doctor of Philosophy, Kent State University
Master of Arts , Kent State University

Ariel Baker, MSN,RN
Nursing Adjunct
Master of Science in Nursing, Chamberlain University
Bachelor of Science in Nursing, Ursuline College

Sepalika Bandara, PhD
Gen Ed Adjunct
Doctor of Philosophy in Chemistry, University of Illinois at Chicago

Stephanie Cadzow, MSN, RN
Nursing Adjunct
Master of Science in Nursing, Chamberlain University
Bachelor of Science in Nursing, University of Kentucky

Kerryann Campbell, MSN, RN
Nursing Adjunct
Master of Science in Nursing, Indiana Wesleyan University
Bachelor of Science in Nursing , Western Governors University

Abigale Caracci, DNP, MSN, RN
Nursing Faculty
Doctor of Nursing Practice, Chamberlain University
Master of Science in Nursing , Chamberlain of Nursing
Bachelor of Science in Nursing, Oakland University

Dawn Comerford, MSN
Nursing Adjunct
Master of Science in Nursing, Western Governors University
Bachelor of Science in Nursing, Chamberlain University

Debbie Crider, MSN, RN
Nursing Adjunct
Master of Science in Nursing, University of Phoenix

Gertrude Daniel, MSN,RN
Nursing Adjunct
Master of Science in Nursing , Indiana Wesleyan University
Bachelor of Science in Nursing, Indiana Wesleyan University

Shawnese Gordon, MSN, RN
Nursing Adjunct
Master of Science in Nursing, Cleveland State University
Bachelor of Science in Nursing, Chamberlain University

Recca Gulley, MS
Gen Ed Adjunct
Master of Science in Medical Physiology, Case Western Reserve University
Master in Science in Human Science, Prairie View A&M University
Bachelor of Science in Biology, Norfolk State University

Tiffany Hayes, MSN, RN
Nursing Adjunct
Master of Science in Nursing, Kent State University
Bachelor of Science in Nursing, Ohio University

Emily Ivers, MSN, RN
Nursing Adjunct
Master of Science in Nursing, Xavier University
Bachelor of Science in Nursing, Ohio University

Lori Kaufman, MS, BS
Gen Ed Adjunct
Master of Science in MBN Medical Biology / Nutrition, Long Island University
Bachelor of Science in Health Science, Towson University

Gabrielle Kimble, MSN, RN
Nursing Adjunct
Master of Science in Nursing, Youngstown State University
Bachelor of Science in Nursing, Ohio University

Jon Kruszewski, DO, MSN-Ed, RN
Nursing Faculty
Doctor of Osteopathic Medicine, Ohio University
Master of Science in Nursing Education, Capella University
Bachelor of Science in Nursing, Brayton and Stratton College of Nursing

Dervonda Little, MSN
Nursing Adjunct
Master of Science in Nursing ,Chamberlain University

Donald Miedema, MEd, BA
Gen Ed Adjunct
Master of Education, Liberty University
Bachelor of Arts in English, 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

Shweta Patel, MA
Gen Ed Adjunct
Master of Arts in Applied Mathematics, Kent State University

Jocelyn Price, MSN-Ed, BSN, RN
Nursing Adjunct
Master of Science in Nursing: Nursing Education, Chamberlain University
Bachelor of Science in Nursing, Ohio University

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

Jasmin Rolling, PsyD
Gen Ed Adjunct
Doctor of Psychology in Counsel Psych, Holy Family University
Master of Human Services, Lincoln University
Bachelor of Science in Psychology, University of the Sciences

Jennifer Ruffin, MS, BS
Gen Ed Adjunct
Master of Science in Medical Technology, SUNY Upstate Medical University
Master of Science in Biology - Medical Sciences, Mississippi College
Bachelor of Science in Political Science, Vanderbilt University

Kaye Stewart, MSN,RN
Nursing Adjunct
Master of Science in Nursing , South University
Bachelor of Science in Nursing, Union University

Tammy St. Louis, MSN,BSN
Nursing Adjunct
Master of Science of Nursing, Chamberlain University
Bachelor of Science in Nursing, Chamberlain University

Larnique Sugick, DHS, MSHSA, 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, 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

Claire Wilson, DNP,MSN,RN
Nursing Adjunct
Doctor of Nursing Practice , Waynesburg University
Master of Science in Nursing , Kent State University
Bachelor of Science in Nursing , Malone University

Kenya Worthington, MSN
Nursing Adjunct
Master of Science in Nursing, Western Governors University
Bachelor of Science in Nursing, Western Governors University

Angela Zak, MSN, BSN
Nursing Faculty
Master of Science in Nursing, Chamberlain University
Bachelor of Science in Nursing, Kent State University

Staff

Denise McKenna
Clinical Coordinator

Jason Ross
Student Achivement Coach

Callie Stokes
Academic Support Coordinator

Samantha Vernak
Academic Records Coordinator

Columbus Campus

Administration

Rieko Decker, MA, BS
Sr. Campus President
Master of Arts in Communication, Southern New Hampshire University
Bachelor of Science in Communication, Purdue University Global

Wanda Chukwu, DNP, MSN, MA, BA, RN
Dean of Nursing
Doctor of Nursing Practice, Capella University
Master of Science in Nursing, University of Phoenix
Master of Arts in Organizational Management, Spring Arbor University
Bachelor of Arts in Management & Organizational Development, Spring Arbor University

Christina Asbury
Director of Financial Aid
10+ years - Working Financial Aid Experience

Adilah Muhammad-Bey, MBA, BA
Executive Director of Enrollment Services
Master of Business Administration, American Public University
Bachelor of Arts in Communication, The Ohio State University
Associate of Arts, Columbus State Community College

Faculty

Ola Ali, MD, PhD, MPH
Gen Ed Adjunct
Doctor of Medicine, Mansoura University
Doctor of Philosophy, The Ohio State University
Master of Public Health, The Ohio State University

Holly Corkill, PhD, MA
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, MA
Gen Ed Adjunct
Doctor of Philosophy in International Studies, Old Dominion University
Master of Arts in History/International Studies, Eastern Carolina University

Chike Odili, MS, BS
Gen Ed Adjunct
Master of Science in Physics and Astronomy, Texas A&M University
Bachelor of Science in Physics and Material Science, University of Port Harcourt

Tiffany St. Cyr, PhD, MS, BA
Gen Ed Adjunct
Doctor of Philosophy in Psychology, Capella University
Master of Science in Criminal Justice, Tiffin University
Bachelor of Arts in Psychology, Cleveland State University
Bachelor of Arts in BIO Life Sciences, Ursuline College

Kurtis Williams , PhD, BS
Gen Ed Adjunct
Doctor of Philosophy in Chemistry, Ohio University
Bachelor of Science in Chemistry, Allegheny College

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
Academic Records Manager

Mallory Hartsell
Campus Support Coordinator

Megan Standiford
Student Achievement Coach

Dallas Campus

Administration

Mike Billar, MEd
Campus President
Master in Education - Counseling - Human Relations,
Northern Arizona University
Bachelor of Science in Education, Northern Arizona University

Tiffany Williams, DNP, MSN, RN
Dean of Nursing
Doctor in Nursing Practice - Healthcare Systems Leadership, Chamberlain University
Masters of Science in Nursing - Leadership & Management, Walden University
Associate Degree in Nursing, El Centro College of Nursing

Susan Haddox, DNP, MSN, BSN
Assistant Dean of Nursing
Doctor of Nursing Practice, Grand Canyon University
Master of Science in Nursing, Western Governors University
Bachelor of Science in Nursing, Western Governors University
Associate of Applied Science in Nursing, El Centro College Dallas

Tiffany Cole, PhD, MSN, BSN
Assistant Dean of Nursing
Doctor of Philosophy in Nursing Education , Capella University
Master of Science in Nursing, D'Youville University
Bachelor of Science in Nursing, D'Youville University
Associate of Applied Science in Nursing, Trocaire College

Hermelinda Fernandez, MHA, BA
Dean of General Education
Master of Health in Healthcare Adminstration, Louisiana State University
Bachelor of Arts in Spanish/Biology, Tarleton State University

Courtnye Holbrook, MS, BS
Assistant Dean of General Education
Master of Science in Biology, Tarleton State University
Bachelor of Science in Biomedical Science, Tarleton State University

Lee New, BSBA, ASBA
Executive Director of Enrollment Services
Bachelor of Science in Business Administration, Colorado Technical University
Associate of Science in Business Administration, Colorado Technical University

Bano Razaq
Director of Financial Aid
Bachelor of Arts in International Political Economy, The University of Texas at Dallas

Jessica Robinson, DNP, MSN
Nursing Lab Manager
Doctor of Nursing Practice, Grand Canyon University
Master of Science in Nursing, Grand Canyon University

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

LaTasha Alex, MSN, BSN
Nursing Adjunct
Master of Science in Nursing- Leadership, Grand Canyon University
Bachelor of Science in Nursing, Grambling State University

Cynthia Andrews, MSN, BSN
Nursing Adjunct
Master of Science in Nursing, Regis University
Bachelor of Science in Nursing, Regis University

Chidinma Azuonye, MPH, BSN
Nursing Adjunct
Master of Public Health, UNT Health Science Center
Bachelor of Science in Nursing, University of Texas at Arlington

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

Nicole Carter
Nursing Adjunct
Master of Science in Nursing, Purdue University
Bachelor of Science in Nursing, Purdue University

Charlotte Chance, DNP, MSN, RN
Nursing Adjunct
Doctor of Nursing Practice, Southern Illinois University
Master of Science in Nursing, Southern Illinois University

Erin Choe, MSN,MPH, BSN
Nursing Adjunct
Master of Science in Nursing, West Coast University
Master of Public Health, West Coast University
Bachelor of Science in Nursing, West Coast University

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

Angeline Daniel, MSN
Nursing Adjunct
Master of Science in Nursing, Marquette University
Bachelor of Science in Universty Studies, The University of Texas at Arlington

Doris Dzissah, MSN, RN
Nursing Adjunct
Master of Science in Nursing Administration, College of Mt Saint Vincent
Bachelor of Science in Nursing, Lehman College

Ryann Fierro, PhD
Nursing Adjunct
Doctor of Philosophy, The University of Texas Medical Branch at Galveston
Master of Science in Nursing, The University of Texas at El Paso
Bachelor of Science in Nursing, The University of Texas at El Paso

Vanessa Gonzales, MSN, BSN
Nursing Faculty
Master of Science in Nursing, Grand Canyon University
Bachelor of Science in Nursing, The University of Texas at Arlington

Kisha Goynes, MSN, BSN
Nursing Adjunct
Master of Science in Nursing, West Coast University-Dallas
Bachelor of Science in Nursing, West Coast University-Dallas

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

Kip Horstman, MS
Gen Ed Adjunct
Master of Science in Nutrition & Integrative Health, Maryland University of Integrative Health
Master of Science in Instructional Design for Online Learning, Capella University

Chisa Huffman, DNP
Nursing Faculty
Doctor of Nursing Practice, University of Tennessee-Knoxville
Master of Science in Nursing, University of Tennessee-Knoxville
Bachelor of Science in Nursing, University of Tennessee-Knoxville

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

Nikia Jewitt, MSN, BSN
Nursing Adjunct
Master of Science in Nursing, Western Governors University
Bachelor of Science in Nursing, Grambling State University

Jancy Joseph, MSN-Ed, BSN
Nursing Adjunct
Master of Science in Nursing Education, Grand Canyon University
Bachelor of Science in Nursing, Grand Canyon University

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
Gen Ed Adjunct
Master of Science in Generalist Nursing, Depaul University
Bachelor of Science in Kinesiology Exercise Science, California State University Northridge

Ron Kern, PhD
Gen Ed Adjunct
Doctor of Philosophy in Higher Education, University of North Texas
Master of Arts in Education, University of Texas at San Antonio
Bachelor of Science in Biology, University of Central Oklahoma

Alisha Kimber, DNP, MSN, BSN
Nursing Faculty
Doctor of Nursing Practice, The University of Alabama Huntsville
Master of Science in Nursing, Tennessee State University
Bachelor of Science in Nursing, Baptist Health Science University

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

Cherilyn Laymance, MSN-Ed
Nursing Adjunct
Master of Science in Nursing Education, Texas Tech University Health Science Center
Bachelor of Science in Nursing, Texas Tech University Health Sciences Center

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, BSN
Nursing Adjunct
Master of Science in Nursing, Grand Canyon University
Bachelor of Science in Nursing, University of Texas at El Paso
Bachelor of Arts in Psychology, 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

Jessica Marish, MSN, BSN
Nursing Faculty
Master of Science in Nursing, Capella University
Bachelor of Science in Nursing, University of Houston-Victoria

Julie McCasin, MSN, RN
Nursing Adjunct
Master of Science in Nursing, Southwest Baptist University
Bachelor of Science in Nursing, Southwest Baptist University

Tiffany Mitchell, DNP
Nursing Adjunct
Doctor of Nursing Practice, The University of Texas at Arlington
Master of Science in Nursing -Administration, The University of Texas at Arlington
Master of Health Administration-Health Sys Adm W/Case Mgt, Louisiana State University Shrevport
Bachelor of Science in Nursing, The University of Texas at Arlington

Joseph Moranda, MSN, BSN
Nursing Adjunct
Master of Science in Nursing-Health Sys Adm W/ Case Mgt, Seton Hall University
Bachelor of Science in Nursing, Eastern New Mexico University

Hala Nachawati, MSN, BSN
Nursing Adjunct
Master of Science in Nursing, Western Governors University
Bachelor of Science in Nursing, University of Texas at Arlington

Eric Nelson, MSN
Nursing Faculty
Master of Science in Nursing, Texas A&M University-Corpus Christi
Bachelor of Science in Nursing, University of South Carolina

Nneka Nwamah Ofor, MSN, BSN
Nursing Adjunct
Master of Science in Nursing, Grand Canyon University
Bachelor of Science in Nursing, Grand Canyon University

Folasade Olayiwole, DNP, MSN, BSN
Nursing Faculty
Doctor of Nursing Practice, Texas Woman's University
Master of Science in Nursing, The University of Texas at Arlington
Bachelor of Science in Nursing, The University of Texas at Arlington

Crystal Owens, MSN, BSN
Nursing Adjunct
Master of Science in Nursing, Grand Canyon University
Bachelor of Science in Nursing, Chamberlin University

Amy Parker, MSN, BSN
Nursing Faculty
Master of Science in Nursing, Chamberlain University
Bachelor of Science in Nursing, Chamberlain University

Nikunj Patel, MA
Gen Ed Adjunct
Master of Arts in Teaching-Mathematics Education, University of Texas at Dallas
Bachelor of Science in Mathematics, University of Texas at Dallas

Sheeja Pillai, MSN, RN
Nursing Adjunct
Master of Science in Nursing, 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

Shanaz Porter, MSN
Nursing Adjunct
Master of Science in Nursing, University of Maryland

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

Greg Rhodes, MSN, RN
Nursing Faculty
Master of Science in Nursing, Walden University
Bachelor of Science in Nursing, University of Texas at Tyler

Antonette Rivera, MSN, RN
Nursing Adjunct
Master of Science in Nursing, Arizona State University
Bachelor of Science in Nursing, University of Texas at Arlington

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

Tanya Rose, MSN
Nursing Faculty
Master of Science in Nursing, Barry University
Associate of Science in Nursing, Broward College

Theresa Schmitz, MSN
Nursing Faculty
Master of Science in Nursing, Grand Canyon University
Bacheolr 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

Laura Smith, MSN-Ed, BSN
Nursing Adjunct
Master of Science in Nursing Education, Western Governors University
Bachelor of Science in Nursing, Texas Women's University

Tracy Stowe, MSN, RN
Nursing Faculty
Master of Science in Nursing, Western Governors University
Bachelor of Science in Nursing, Chamberlain University

Jasmine Thigpen, MSN, AGACNP, BSN, RN
Nursing Adjunct
Master of Science in Nursing, Walden University
Bachelor of Science in Nursing, West Coast University

Haley Thompson, MSN, BSN
Nursing Adjunct
Master of Science in Nursing, Capella University
Bachelor of Science in Nursing, Midwestern State University
Associate of Arts, Wharton Community College

Teri Tynes, MSN, BSN
Nursing Adjunct
Master of Science in Nursing, Walden University
Bachelor of Science in Nursing, Thomas Edison State University

Cine Varghese, MSN, RN
Nursing Adjunct
Master of Science in Nursing, Grand Canyon University
Bachelor of Science in Nursing, Grand Canyon University

Desiree Walker, MSN, RN
Nursing Faculty
Master of Science in Nursing, University of Texas at Arlington
Bachelor of Science in Nursing, Texas Tech University Health Sciences Center

Valarie Walton, DNP
Nursing Adjunct
Doctor of Nuring Practice, Texas Christian University

Carolyn Williams, DNP, MSN
Nursing Adjunct
Doctor of Nursing Practice, Chamberlain University
Master of Science in Nursing, Chamberlain University

Khing Win, MS, BA
Gen Ed Adjunct
Master of Science in Mathematics, Texas Woman's University
Bachelor of Arts in Mathematics, University of North Texas

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
Student Achievement Coach

Shania Dawson
Academic Records Coordinator

La'Reta Jones
Student Achievement Coach

Stephen Lewis
Student Achievement Manager

Andrea Greer-Long
Academic Support Coordinator

Sana Malik
Academics Records Manager

Shuqueta Thomas
Clinical Coordinator

Celeste Wright
Clinical Coordinator

Falls Church Campus

Administration

Robert F. DeFinis, EdD
Senior Campus President
Doctor of Education, Argosy University

Kevin Gore, BA
Senior Executive Director of Enrollment Services
Bachelor of Arts in Spanish, Bethune-Cookman University

Christine Odunlami, PhD, MSN, BSN
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

Tia McKinnon, EdD
Dean of General Education
Doctor of Education in Teaching & Learning, Argosy University
Master of Science in Curriculum and Instruction, McDaniel College
Bacheor of Science in English, Towson University

Yomira Payano
Director of Financial Aid
8+ years in Financial Aid Experience

Keisha Rollins-Monroe, PhD, MSN-Ed, BSN, RN
Nursing Lab Manager
Doctor of Philosophy in Nursing Education and Administration, William Carey University
Master of Science in Nursing Education, Chamberlain University
Bachelor of Science in Nursing, Chamberlain University

Faculty

Muna Abd-Alla, MD, MS, RN
Gen Ed Adjunct
Doctor of Medicine, Ahfad University of Women
Master of Science in Physiology, University of Khartoum

Elsie Addo, MS
Gen Ed Adjunct
Master of Science in Medical Physiology, Case Western Reserve University
Bachelor of Science in Biology , UNC Greensboro

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, DNP
Nursing Adjunct
Doctor of Nursing Practice, John Hopkins University
Master of Science in Nursing, The Catholic University of America
Bachelor of Science in Nursing, George Mason University

Megan Athey, MSN, BSN, RN
Nursing Adjunct
Master of Science in Nursing, University of Cincinnati
Bachelor of Science in Nursing, University of Pittsburgh

Emma Bigler, MSN, BSN, RN
Nursing Faculty
Master of Science in Nursing, Capella University
Bachelor of Science in Nursing, Galen College of Nursing

Elizabeth (Lisa) Boone, MSN
Nursing Adjunct
Master of Science in Nursing, The University of Alabama
Bachelor Science in Nursing, The Catholic University of America

Makisha Cheeks, MEd
Gen Ed Adjunct
Master of Education in English Education, Florida A&M University
Bachelor of Arts in English, Florida A&M University

Aimee Daniels, MSN, BSN, RN
Nursing Adjunct
Master of Science in Nursing, Post University
Bachelor of Science in Nursing, Stevenson 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

Seidrick Drew, MA
Gen Ed Adjunct
Master of Arts in Mathematics Education
Bachelor of Science in Mathematics, Prairie View A&M University

Dana Duncan, MS, MSN, MPH, BSN
Nursing Adjunct
Master of Science in Community Health, CUNY Hunter College
Master of Public Health, CUNY Hunter College
Bachelor of Science in Nursing, The College of New Rochelle

Rasheeda Gonzalez, MSN, BSN
Nursing Adjunct
Master of Science in Nursing, Chamberlain University
Bachelor of Science in Nursing, Chamberlain University

YvesMarie Guillaume, DNP, MSN, BSN, RN
Nursing Adjunct
Doctor of Nursing Practice, Chamberlain University
Master of Science in Nursing, Chamberlain University
Bachelor of Science in Nursing, Chamberlain University

Hamdi Hagiyusuf, DNP, MSN
Nursing Faculty
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

Karen Hendry, DNP, MEd, BSN
Gen Ed Adjunct
Doctor of Nursing Practice, Univsersity of Massachusetts Amherst
Master of Education , Springfield College
Bachelor of Science in Nursing, Syracuse University

Ashley Howard, MA, BA
Gen Ed Adjunct
Master of Arts: Literature & Writing, Kent State University
Bachelor of Arts in English, Kent State University

Jenny Hwang, DNP, BS, RN
Nursing Adjunct
Doctor of Nursing Practice, Johns Hopkins University
Bachelor of Science in Nursing, Salem State University

Tsuru 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
Bachelor of Science in Mechanical Engineering, University of Arizona

Nedra Keenan, MSN-Ed, BSN
Nursing Adjunct
Master of Science in Nursing Education , Louisiana State University
Bachelor of Science in Nursing, James Madison University

Amaris Kelley, MSN, BSN
Nursing Adjunct
Master of Science in Nursing: Nuring Administration, University of South Carolina
Bachelor of Science in Nursing, Columbus State University

Melinda King, MSN-Ed, BSN
Nursing Adjunct
Master of Science in Nursing Education, Southern Nazarene University
Bachelor of Science in Nursing, Baylor University

Michelle Krakar, DNP, MS, BSN, RN
Nursing Adjunct
Doctor of Nursing Practice , University of Missouri - Kansas City
Master of Science in Nursing, University of Saint Mary
Bachelor of Science in Nursing, University of Saint Mary

Marie Lexima, DNP, MSN, BSN
Nursing Adjunct
Doctor of Philosophy, Walden University
Master of Science in Nursing, George Mason University
Bachelor of Science in Nursing, Hunter College

Emily Mac Murdy, MSN, BSN, RN
Nursing Adjunct
Master of Science in Nursing, George Washington University
Bachelor of Science in Nursing, James Madison University

Tuesday Mathews, DNP, FNP
Nursing Adjunct
Doctor of Nursing Practice, University of North Carolina
Bachelor of Science in Nursing, University of North Carolina

Voletta McFarlane, MSN-Ed, BSN
Nursing Adjunct
Master of Science in Nursing Education , Grand Canyon University
Bachelor of Science in Nursing, University of Milwaukee

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

Mehgan Nappi, MSN, BSN, RN
Nursing Adjunct
Master of Science in Nursing, Western Governors University
Bachelor of Science in Nursing, Villanova University

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

Ashley Olson, MS
Gen Ed Adjunct
Master of Science in Psychology, University of the Incarnate Word

Valnesia Person, MSN, BSN, RN
Nursing Faculty
Master of Science in Nursing, Chamberlain University
Bachelor of Science in Nursing, University of Southern Mississippi

Awilda Rios, MSN, BSN
Nursing Adjunct
Master of Science in Nursing, Capella University
Bachelor of Science in Nursing , Stony Brook University

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, Rodriquez, 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

Felicia Russell, PhD
Gen Ed Adjunct
Doctor of Philosophy in Education Admin & Supervision, Jackson State University
Master of Science in Education: Guidance & Counseling, Jackson State University

Beth Sawicki, MSN, BSN, RN
Nursing Adjunct
Master of Science in Nursing, Capella University
Bachelor of Science in Nursing , Johns Hopkins University

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

Kirsten Sharp, MSN, RN
Nursing Adjunct
Master of Science in Nursing, Capella University
Bachelor of Science in Nursing, Stratford University

Jane Taylor, MSN, BSN
Nursing Adjunct
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

Nina Walchko, MSN, BSN
Nursing Adjunct
Master of Science in Nursing, University of Florida
Bachelor of Science in Nursing, University of Florida

Laura Williams, MSN, MBA, RN
Nursing Faculty
Master of Science in Nursing, Chamberlain College of Nursing
Master of Business Adminstration, Devry University
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

Khristiaynna Wright, MSN
Nursing Adjunct
Master of Science in Nursing Infomatics, Capella University
Bachelor of Science in Nursing, Stratford University
Bachelor of Science in Health Science, Coppin State University

Chanel Zelaya, DNP, MSN, BSN
Nursing Adjunct
Doctor of Nursing Practice, George Mason University
Master of Science in Nursing, Family Nurse Practitioner, George Mason University
Bachelor Science in Nursing, Georgetown University

Staff

Terrionna Cuthrell
Clinical Coordinator

Karlens Edmond
Student Achievement Coach

Christian Hawkins
Academic Records Manager

Payton McGoldrick

Academic Support Coordinator

Vivianne Salgado
Student Achievement Coach

Fort Lauderdale Campus

Administration

Leanne Dragone, DNP
Campus President
Doctor of Nursing Practice, Carlow University
Master of Science in Nursing, University of North Carolina at Greensboro
Bachelor of Science in Nursing, Waynesburg 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

Malvin Leon, MSN, RN
Nursing Lab Manager
Master of Science in Nursing, Chamberlain University
Bachelor of Science in Nursing, Chamberlain University

Faculty

Rodh-Arline Ambroise
Nursing Adjunct
Master of Science in Nursing, Florida Atlantic University
Bachelor of Science in Nursing, Barry University

Stephanie Anderson
Nursing Adjunct
Master of Science in Nursing,
Nova Southeastern University
Bachelor of Science in Nursing,
Florida A&M University

Courtney Armstrong, MSN
Nursing Adjunct
Master of Science in Nursing, Florida Atlantic University
Bachelor of Science in Nursing, Florida Atlantic University

Kaydene Bailey Green, MSN-Ed, RN
Nursing Faculty
Master of Science in Nursing Education, University of Phoenix
Bachelor of Science in Nursing, South University

Shanequa Banks, MS
Gen Ed Adjunct
Master of Science in Psychology,
University of Phoenix
Bachelor of Arts in Sociology, University of Florida

Winnifred Christie
Nursing Adjunct
Master of Science in Nursing,
Chamberlain University
Bachelor of Science in Nursing, Chamberlain University

Tanya Cohn, PhD
Nursing Adjunct
Doctor of Philosophy, Rush University
Master of Education, Harvard University
Master of Science in Nursing, Simmons University
Bachelor of Arts in Psychology,
Simmons University

Olukayode Dare, MS
Gen Ed Adjunct
Master of Science in Mathematics, Florida Atlantic University
Bachelor of Science in Mathematics Education, Oakwood University
Bachelor of Arts in Mathematics, Oakwood University

Shatonya Davis
Nursing Adjunct
Master of Science in Nursing,
Chamberlain University
Bachelor of Science in Nursing,
Florida A&M University

Mitzy Dawkins-Julien, DNP
Nursing Adjunct
Doctor of Nursing Practice, Walden University
Master of Science in Nursing,
University of Phoenix

Samantha Etienne, RN
Nursing Adjunct
Master of Science in Nursing,
South University
Bachelor of Science in Nursing,
Miami Dade College

Joycelyn Fleary, MSN
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

Sandra Graham, MEd
Gen Ed Adjunct
Master of Education, American College of Education
Bachelor of Science in Education in Social Studies, Bowling Green State University

Marguerite Grandison
Gen Ed Adjunct
Master of Science in Nursing, Capella University
Bachelor of Science in Nursing,
Capella University
Bachelor of Science in Nutrition,
New York University

Jasmine Guity, MSN
Nursing Adjunct
Master of Science in Nursing, West Coast University
Bachelor of Science in Nursing, Capella University

Davia Hersh
Nursing Adjunct
Master of Science in Nursing, Chamberlain University
Bachelor of Science in Nursing ,
Chamberlain University

Nikeria Hyles, MSN, RN
Nursing Faculty
Master of Science in Nursing Leadership & Management , Western Governors University
Bachelor of Science in Nursing, Florida Atlantic University

Ozkan Keskinkaya, MA, BA
Gen Ed Adjunct
Master of Arts, Rowan University
Bachelor of Arts, Rowan University

D'Arcie Lennard, MS
Gen Ed Adjunct
Master of Science in Administration,
University of West Florida
Bachelor of Arts in English-Liberal Arts,
University of West Florida

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
Bachelor of Science in Nursing, Chamberlain University

Nelissa Lue Foung
Nursing Adjunct
Master of Science in Nursing,
Grand Canyon University
Bachelor of Science in Nursing, Broward College

Cindy Marcelin, MS
Gen Ed Adjunct
Master of Science, Nova Southeastern University
Bachelor of Arts in Political Science, Florida Atlantic 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
Bachelor of Science in Nursing, Nova Southeastern University

Marvin Merrit
Gen Ed Adjunct
Doctor of Chiropractic, Life Chiropractic College
Bachelor of Arts, Biology, William Penn College

Jullet 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

Ray Moss, DPA
Gen Ed Adjunct
Doctor of Public Administration, Capella University
Master of Science in Administration of Justice and Security, University of Phoenix

Angie Myles, MSN, RN
Nursing Adjunct
Master of Science in Nursing, Chamberlain University
Associate of Science in Nursing, Jersey College

Isaac Nardi, PhD
Gen Ed Faculty
Doctor of Philosophy in Biochemistry and Molecular Genetics
Bachelor of Science in Biological Sciences, Virginia Tech

Alexis Oboh, MSN, RN
Nursing Adjunct
Master of Science in Nursing, Chamberlain University
Associate of Science in Nursing, Broward College

Maria Obreque, MSN
Nursing Adjunct
Master of Science in Nursing, Nova Southeastern University
Bachelor of Science in Nursing, Florida Atlantic University
Associate of Science in Nursing, Broward College

Penelope Pattalitan
Nursing Faculty
Doctor of Education, Nova Southeastern University
Master of Science in Nursing, Barry University

Amanda Persaud-Deosaran, MSN
Nursing Adjunct
Master of Science in Nursing, Nova Southeastern University
Bachelor of Science in Nursing, Florida International University

Millicent Richards
Nursing Adjunct
Doctor of Nursing Practice, Chamberlain University
Master of Science, Florida Atlantic University
Bachelor of Science, University of Phoenix

Sandia Roberts, MSN
Nursing Adjunct
Master of Science in Nursing, Western Governors University
Bachelor of Science in Nursing, University of Miami

Shelby Saint-Hillien
Nursing Adjunct
Doctor of Nursing Practice, Palm Beach Atlantic University
Master of Science in Nursing, Palm Beach Atlantic University

Tammi Scimenes
Gen Ed Adjunct
Doctor of Ministry, Liberty University
Master of Arts in Education, Argosy University

Stacy-Ann Scott, MSN, RN
Nursing Faculty
Master of Science in Nursing, Chamberlain University
Bachelor of Science in Nursing, Molloy University

Karen Scotti, DC
Gen Ed Adjunct
Doctor of Chiropractic, New York Chiropractic College
Master of Business Administration, University of Bridgeport

June Sheriff, MSN
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 in Chemistry, Long Island 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

Sudipta Veeramachaneni
Gen Ed Adjunct
Doctor of Philosophy, Tufts 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

Carmel White
Nursing Faculty
Master of Science in Nursing, St. Louis University
Bachelor of Science in Nursing, The Ohio State University

Jenni Wiesman, MA
Gen Ed Adjunct
Master of Arts, North Illinois University
Bachelor of Arts, North Illinois University

Carlene Wilfred, MSN, RN
Nursing Faculty
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

Staff

Angie Dalama Acosta
Clinical Coordinator

Amy Cruz
Student Achievement Coach

Priscilla Miller
Academic Records Manager

Anastasia Razumovskiy
Student Achievement Manager

Jo Thomas
Academic Support Coordinator

Fort Worth Campus

Administration

Stephen Lewis, BBA
Interim Assistant Campus President, Acting Dean of General Education
Bachelor of Business Administration, University of North Texas

Pam Andrews, MEd
Executive Director of Enrollment Services
Master of Science in Education, University of the Southwest
Bachelor of General Studies , Texas Christian University

Tiffany Williams, DNP, MSN, RN
Dean of Nursing
Doctor of Nursing Practice, Chamberlain University
Master of Science in Nursing - Leadership & Management, Walden University
Associate Degree in Nursing, El Centro College of Nursing

Stephanie Rush, MSN, BSN
Assistant Dean of Nursing
Master of Science in Nursing, University of Texas - Arlington
Bachelor of Science in Nursing, University of Texas - Arlington

Faculty

Bashar Aladwan, MS, BEd, BS
Gen Ed Adjunct
Master of Science in Mathematics, Texas A&M University
Bachelor of Education in Mathematics, Red Sea University
Bachelor of Science in Agricultural Business & Managemen, University of Jordan

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

Joy Beckford, PhD
Gen Ed Adjunct
Doctor of Philosophy - Industrial Engineering, Human Factors, California School of Professional Psychology at Alliant International University
Master of Science in Public Health and Health Promotion, Brunel University
Bachelor of Science in Psychology and Management Studies, University of West Indes

Jungwei (Amy) Fu, MS
Gen Ed Adjunct
Master of Science in Biomedical Science, University of North Texas Health Science Center
Master of Science in Chemistry, Texas Christian University
Bachelor of Engineering, Tsinghua University

Amanda Hopkins, MS, BA
Gen Ed Adjunct
Master of Science in Cell Biology, Texas A & M University -Commerce
Bachelor of Arts in Biology, University of North Texas

Steven Marantz, MBA, BA
Gen Ed Adjunct
Master of Business Administration, Western New England College
Bachelor of Arts in Music, Rutgers University-New Brunswick

Seon Myung, Ph.D, MS, BS
Gen Ed Adjunct
Doctor of Philosophy - Industrial Engineering, Human Factors, Texas Tech University
Master of Science in Industrial Engineering, Texas Tech University
Bachelor of Science in Industrial Automation, Inha University

Jamie Sassano, EdD, MA, BA
Gen Ed Adjunct
Doctor of Education - Organizational Leadership, Grand Canyon University
Master of Arts - Education/Educational Technology, New Jersey City University
Bachelor of Arts - English, Rutgers University

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

Staff

Natalie Thomas
Student Achievement Coach

Kyle Warnock
Academic Records Coordinator

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 & Leadership, Western Governors University

Jamaica Munch, MSN, RN
Interim Dean of Nursing
Master of Science in Nursing, Walden University
Bachelor of Science in Nursing, Lyceum Northwestern University

Theresa Tuttle, MA
Interim Dean of General Education
Master of Arts in Community/Clinical Psychology, Norfolk State University
Bachelor of Science in Psychology/ Sociology, The University of Virginia's College at Wise

Ricardo Puello, BS
Regional Director of Financial Aid
Bachelor of Science in Technical Management, DeVry University

Candace Gronek, DNP, RN, CMSRN, NPD-BC
Nursing Lab Manager
Doctor of Nursing Practice, American Sentinel College of Nursing & Health Sciences at Post University
Master of Science in Nursing , Chamberlain College of Nursing
Bachelor of Science in Nursing, Chamberlain College of Nursing

Faculty

Stephen Babcock, EdD
Gen Ed Adjunct
Doctor of Education in Adult Learning, Grand Canyon University
Master of Arts in Professional Counseling, Ottawa University

Adam Bowman, PsyD, MA
Gen Ed Adjunct
Doctor of Psychology, Touro University Worldwide
Master of Arts in Conflict Resolution, Antioch Midwest University

Megan Britton, MSN, RN, FNP-BC
Nursing Adjunct
Master of Science in Nursing - Family Nurse Practitioner, The Ohio State University
Bachelor of Science in Nursing, The Ohio State University

Takara Carter, MA
Gen Ed Adjunct
Master of Arts in English & Creative Writing, Southern New Hampshire University
Bachelor of Arts in English, University of Phoenix

Jessica Cavallaro, MEd
Gen Ed Adjunct
Master of Science in Middle Childhood Education, Mercy College
Bachelor of Arts, History, Pace University

Monica Esterak, MSN, RN
Nursing Adjunct
Master of Science in Nursing, Western Governors University
Bachelor of Science in Nursing, Excelsior University

Leslie Foster, DNP, RN
Nursing Adjunct
Doctor of Nursing Practice, Kentucky State University
Bachelor of Science in Nursing, Clemson University

Kandi Griffin, MSN, RN, AGACNP-BC
Nursing Adjunct
Master of Science in Nursing- Adult Gerontology Primary Care NP, Walden University
Bachelor of Science in Nursing, Columbia 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

Brenda McDonald, MSN, RN
Nursing Faculty
Master of Science in Nursing, South University
Bachelor of Science in Nursing, South 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

Brenda Tanner, MSN-Ed, RN
Nursing Faculty
Master of Science in Nursing Education, Old Dominion University
Bachelor of Science in Nursing, Old Dominion University

Fan Wang, PhD
Gen Ed Adjunct
Doctor of Philosophy in Chemistry, University of South Carolina
Bachelor of Science in Chemistry, Kent State University

Jessica Wardlaw, MEd
Gen Ed Adjunct
Master of Education, University of South Carolina, Upstate
Master of Arts in Teacching - Secondary Education - Biology, Converse College
Bachelor of Science in Biology, University of South Carolina

Lena Warner, MSN, RN
Nursing Adjunct
Master of Science in Nursing, University of South Carolina
Bachelor of Science in Nursing, Medical University of South Carolina

Connie Watson, MSN-Ed, RN
Nursing Faculty
Master of Science in Nursing Education, Liberty University
Bachelor of Science in Nursing, Kent State University

Kelli West, MSN
Nursing Adjunct
Master of Science in Nursing, Walden University
Bachelor of Science in Nursing, The Ohio State University

Elisabeth Williams, MSN, RN
Nursing Adjunct
Master of Science in Nursing, Capella University
Associate of Science in Nursing, Manchester Community College

Staff

Kristie Ditlevsen
Academic Records Manager

Jen Kuppinger
Academic Support Coordinator

Elaina Lang
Student Achievement Coach

Kingsley Webber

Clinical Coordinator

Hartford Campus

Administration

Robert DeFinis, EdD
Senior Campus President
Doctor of Education, Argosy University

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

Sherry Ray, EdD, MSN, BSN
Assistant Dean of Nursing
Doctor of Education, Walden University
Master of Science in Nursing, Grand Canyon University
Bachelor of Science in Nursing, University of Phoenix

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

Meghan Chasse, MSN, BSN
Nursing Lab Manager
Master of Science in Nursing, University of Hartford
Bachelor of Science in Nursing, University of Saint Joseph

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

Jeff Alger, MSN
Nursing Adjunct
Master of Science in Nursing, Maryville University
Bachelor of Science in Nursing, Daemen University

Renee Antonio, MSN
Nursing Adjunct
Master of Science in Nursing, Southern Connecticut State University
Bachelor of Science in Nursing, University of Wisconsin

Chelsea Apelquist, MSN, BSN
Nursing Adjunct
Master of Science in Nursing, Sacred Heart University
Bachelor of Science in Nursing, Central Connecticut State University

Cindy Arpin, MSN
Nursing Adjunct
Master of Science in Nursing , University of Hartford
Bachelor of Science in Nursing, University of Hartford

Monica Banici, MA
Gen Ed Adjunct
Master of Arts in Chemistry, City University of New York

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

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

Yolanda Carlton, DNP
Nursing Faculty
Doctor of Nursing Practice, University of Connecticut
Master of Science in Nursing, University of Connecticut
Bachelor of Science in Nursing, University of Colorado

Shahida Chaudhary, MSN
Nursing Faculty
Master of Science in Nursing - Family Nurse Practitioner, Walden University
Bachelor of Science in Nursing, Capella University

Barbara Chestnut-Adamson, PhD
Gen Ed Adjunct
Doctor of Philosophy, Walden University
Master of Science , Purdue Unversity
Bachelor of Science , Purdue Unversity

Shannon Cintron, MSN-Ed
Nursing Adjunct
Master of Science in Nursing Education, Western Governors University
Bachelor of Science in Nursing, Western Governors University

Casey Clausen, MSN
Nursing Adjunct
Master of Science in Nursing, UConn
Associate of Applied Science in Nursing, Nashville State Community College

Rachel Cohen, MSN
Nursing Adjunct
Master of Science in Nursing, University of St. Joseph
Bachelor of Science in Nursing, University of Pittsburgh

Marylou Colangelo, MSN, BSN
Nursing Adjunct
Master of Science in Nursing Education, Chamberlain University
Bachelor of Science in Nursing, University of Hartford

Cristina Costa, MSN
Nursing Faculty
Master of Science in Nursing, Walden University
Bachelor of Science in Nursing, Chamberlain University

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

Caroline Danna, MSN
Nursing Adjunct
Master of Science in Nursing, Sacred Heart University
Bachelor of Science in Nursing, Salve Regina University

Lisa Defelice, MSN, BSN
Nursing Faculty
Master of Science in Nursing, Pennsylvania State University
Bachelor of Science in Nursing, University of Connecticut

Kerryann Deshaies, MSN, BSN
Nursing Adjunct
Master of Science in Nursing, University of Hartford
Bachelor of Science in Nursing, College of Our Lady of the Elms

Meghan Dibble, MSN
Nursing Faculty
Master of Science in Nursing, University of Hartford
Bachelor of Science in Nursing, University of Connecticut

Meredith Dodge, MSN, BSN, BA
Nursing Adjunct
Master of Science in Nursing, University of Hartford
Bachelor of Science in Nursing, Elmira College
Bachelor of Arts in Psychology, Elmira College

Ezechiel Dominique, DNP, MSN, RN-BC, CNE, PMP
Nursing Adjunct
Doctor of Nursing Practice, Loyola University
Master of Science in Nursing, Loyola University
Master of Science in Software Engineering, Fairfield University
Bachelor of Business Administration & MIS, Western Connecticut State University
Associate of Nursing, St. Vincent Nursing College

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
Nursing Adjunct
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 Coinnecticut State University
Bachelor of Science in Nursing, Central Connecticut State University

Stephanie Elder, MS
Gen Ed Adjunct
Master of Science in Mathematics, Uconn
Bachelor of Arts in Mathematics, Southern 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

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

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
Bachelor of Science in Nursing, University of Connecticut

Soralid Heredia, MSN
Nursing Adjunct
Master of Science in Nursing, University of Saint Joseph
Bachelor of Science in Nursing, University of Rhode Island

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

Jasmine James, DNP
Nursing Adjunct
Doctor of Nursing Practice, Regis College
Bachelor of Science in Nursing, University of Bridgeport
Bachelor of Arts in Psychology, Southern Connecticut State University

Marion James, MSN
Nursing Adjunct
Master of Science in Nursing, University of Hartford
Bachelor of Science in Nursing, University of Hartford

Cynthia Jeffrey, MSN, BSN
Nursing Adjunct
Master of Science in Nursing, Sacred Heart University
Bachelor of Science in Nursing, University of Phoenix

Nicola Joseph, MSN
Nursing Adjunct
Master of Science in Nursing, Western Governors University

Elizabeth Joy, MSN
Nursing Adjunct
Master of Science in Nursing, Sacred Heart University
Bachelor of Science in Nursing, Purdue University Global

Mario Kalo, MA
Gen Ed Adjunct
Master of Arts in English, Grand Canyon University
Bachelor of Arts in Journalism and Mass Communication, Arizona State University

Stella Kim, MSN
Nursing Faculty
Master of Science in Nursing, Azusa Pacific University
Bachelor of Science in Nursing, Azusa Pacific University

Leona Konieczny, PhD, MPH, BSN
Nursing Adjunct
Doctor of Nursing Practice, Sacred Heart University
Master of Public Health, University of Connecticut
Bachelor of Science in Nursing, University of State of New York

Clarencia Lawrence, MSN
Nursing Adjunct
Master of Science in Nursing, University of Hartford
Bachelor of Science in Nursing, Bay Path University

Cathi Lippman, MSN
Nursing Adjunct
Master of Science in Nursing, Hunter the City University of New York
Bachelor of Science in Nursing, University of Rhode Island

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

Jamie Maddalena, MSN
Nursing Adjunct
Master of Science in Nursing, Chamberlain University
Bachelor of Science in Nursing, Chamberlain University

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

Jennifer Maher, MSN, BSN
Nursing Adjunct
Master of Science in Nursing, Sacred Heart University
Bachelor of Science in Nursing, Sacred Heart University

Rachael Marcano, MSN
Nursing Adjunct
Master of Science in Nursing, University of Saint Joseph
Bachelor of Science in Nursing, University of Bridgeport

Ewelina McDade, MSN
Nursing Adjunct
Master of Science in Nursing, Sacred Heart University
Bachelor of Science in Nursing, University of Connecticut

Breanna Medina, MSN-Ed, BSN
Nursing Faculty
Master of Science in Nursing: Nursing Education, Chamberlain University
Bachelor of Science in Nursing, Chamberlain University

Angela Miller, MS
Gen Ed Adjunct
Master of Science in Mathematics, Central Connecticut State University
Bachelor of Science in Mathematics, Palm Beach Atlantic College

Jacqueline Miller, MSN
Nursing Adjunct
Master of Science in Nursing, University of Virginia
Bachelor of Science in Business Administration , Eastern Connecticut State University

Carmen Minggia, MSN
Nursing Adjunct
Master of Science in Nursing, Capella University
Associate of Science in Nursing, Capital 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

Creedance Mongillo, DNP
Nursing Faculty
Doctor of Nursing Practice, University of Hartford
Master of Science in Nursing, University of Hartford
Associate of Science in Nursing, Three Rivers Community College

Jeana Monteriro, DNP
Nursing Adjunct
Doctor of Nursing Practice - Family Nurse Practitioner, Fairfield University

Violet Moses, MSN, BSN
Nursing Faculty
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, DNP
Nursing Adjunct
Doctor of Nursing Practice, Sacred Heart University
Master of Science in Nursing, Sacred Heart University
Bachelor of Science in Nursing, The University of Saint Mary

Kurtis Neddermann, MSN, RN
Nursing Adjunct
Master of Science in Nursing, Southern Connecticut State University
Bachelor of Science in Nursing, University of Connecticut
Bachelor of Science in Biology, Elmira College

Tinsea Nelson, DNP
Nursing Adjunct
Doctor of Nursing Practice, Bay Path University
Bachelor of Science in Nursing, College of Mount Saint Vincent

Fatima Osmanovic, MSN, RN
Nursing Adjunct
Master of Science in Nursing, Walden University
Bachelor of Science in Nursing, University of Texas at Arlington

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

Chelsea Peck, MSN, RN
Nursing Adjunct
Master of Science in Nursing, Western Govenors University
Bachelor of Science in Nursing, University of Saint Joseph

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

Marie Pokraka, MSN
Nursing Adjunct
Master of Science in Nursing Administration, George Mason University
Bachelor of Science in Nursing, New York University

Angela Prentiss, MSN, RN
Nursing Adjunct
Master of Science in Nursing, Sacred Heart University
Bachelor of Science in Human Development and Family Studies, University of Connecticut
Associate of Science in Nursing , Becker College

Martha Rivera, MSN
Nursing Adjunct
Master of Science in Nursing, University of Hartford
Bachelor 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

Cassandra Rozanski, MSN
Nursing Adjunct
Master of Science in Nursing , Western Governors University
Bachelor of Science in Nursing, University of Louisianna

Andrea Santos, MSN, RN
Nursing Faculty
Master of Science in Nursing, Walden University
Bachelor of Science in Nursing, University Of Saint Joseph

Olga Selikhov, MSN
Nursing Adjunct
Master of Science in Nursing, UConn
Bachelor of Science in Nursing, Uconn

Kathryn Sellers, MS, BA
Gen Ed Adjunct
Master of Science in Psychology, Auburn University at Montgomery
Bachelor of Arts in Psychology, University of Montevallo

Lakshmi Shankar, MSN, RN
Nursing Adjunct
Master of Science in Nursing, Elms College
Master of Business Administration, Elms College

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

Claire Spencer, PMHNP, MSN, BSN
Nursing Faculty
Master of Science in Nursing - PMHNP, Frontier Nursing University
Bachelor of Science in Nursing, Quinnipiac University

Joshua Sukumar, MS
Gen Ed Adjunct
Master of Science, Kennesaw State University
Bachelor of Science , Kennesaw State University

Lexus Tabshey, MSN-PMHNP
Nursing Faculty
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

Sasha Tinker-Thomas, MSN, BSN
Nursing Adjunct
Master of Science in Nursing, Sacred Heart University
Bachelor of Science in Nursing, Sacred Heart University

Armani Tshwaranang, MSN, BSN
Nursing Adjunct
Master of Science in Nursing, Western Governors University
Bachelor of Science in Nursing, University of Bridgeport

Jodine Wauchope, MSN
Nursing Adjunct
Master of Science in Nursing, University of Saint Joseph
Bachelor of Science in Nursing, University of Quinnipiac

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

Susan Beckman
Clinical Coordinator

Renea DaCosta
Academic Records Manager

Mya Hagenbuch
Student Achievement Coach

Jennifer Joseph
Student Achievement Manager

Gabriella Morales
Clinical Coordinator

Syreeta Rawlings
Academic Support Coordinator

Kira Svirskiy
Academic Records Coordinator

Dwayne Thomas
Student Achievement Coach

Las Vegas Campus

Administration

Catherine Chege, PhD, MBA, MHRM
Campus President
Doctor of Philosophy in Leadership & Change, Antioch University
Master of Arts in Leadership & Change, Antioch University
Master of Business Administration in Marketing, Keller Graduate School of Management
Master of 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 in Educational Leadership, 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, DNP, MSN, RN, CRRN
Dean of Nursing
Doctor of Nursing Practice, University of Phoenix
Master of Science in Nursing, University of Phoenix
Bachelor of Science in Nursing, Southern Illinois University

Rachel Miller, MA
Assistant Dean of General Education
Master of Arts in Education, California State University-Stanislaus
Bachelor of Arts in Liberal Studies, California State University-Stanislaus

Susan Scott, MSN
Assistant Dean of Nursing
Master of Science in Nursing: Nursing Education,
Walden University
Bachelor of Science in Nursing,
University of Nevada-Las Vegas

Veronica Marie Castro, DNP
Assistant Dean of Nursing
Doctor of Nursing Practice, Aspen University
Master of Business Administration-Health Management, Western Governors University
Bachelor of Science in Nursing, Chamberlain University

Oksana Semenets-Ana, MSN
Assistant Dean of Nursing
Master of Science in Nursing, American Public University
Bachelor of Science in Nursing, Walden University

Tracey Miyaski, MSN
Nursing Lab Manager
Master of Science in Nursing, Chamberlain University
Bachelor of Science in Nursing, University of Nevada-Reno

Stacey Del Castillo, MPA
Director of Financial Aid
Master of Public Administration, Brookline College
Bachelor of Science in Finance & Economics, Grand Canyon University

Faculty

Aaron Allen, MFA
Gen Ed Adjunct
Master of Fine Arts- Creative writing, Southern New Hampshire University

Kane Ares, MSN
Nursing Adjunct
Master of Science in Nursing, Western Governors University
Bachelor of Science in Nursing, Western Governors University

Matabe Arrey, MSN, PMHNP
Nursing Faculty
Master of Science in Nursing, PMHNP, Charles Drew University of Medicine and Science
Bachelor of Science in Nursing, Chamberlain College of Nursing

Samantha Arroyo, MSN
Nursing Adjunct
Master of Science in Nursing, Capella University
Bachelor of Science in Nursing, West Coast University-Orange County

Ricardo Asuncion, DNP, MSN, BSN
Nursing Faculty
Doctor of Nursing Practice, Aspen University
Master of Science in Nursing, Chamberlain University
Bachelor of Science in Nursing, De La Salle Health Sciences Institute

Sophia Aveau, MSN
Nursing Adjunct
Master of Science in Nursing Education, Capella University
Bachelor of Science in Nursing , Provo College

Ayat Azzam, MS
Gen Ed Adjunct
Master of Science in Biochemistry and Molecular Biology, Wright State University

Stephanie (Nicky) Battle, MSN
Nursing Faculty
Master of Science in Nursing, University of South Florida
Bachelor of Science in Nursing, University of South Florida

Samantha Bedsole, MSN
Nursing Adjunct
Master of Science in Nursing, Chamberlain University
Bachelor of Science in Nursing, Nevada State University

Racheal Belen, MSN
Nursing Adjunct
Master of Science in Nursing, The University of Alabama
Bachelor of Science in Nursing, Minot State University

Donna Beren, MSN
Nursing Adjunct
Master of Science in Nursing, University of Phoenix
Bachelor of Science in Health & Human Behavior, University of Michigan-Flint

Cody Blowers, EdD
Nursing Faculty
Doctor of Education in Educational Leadership and Management, Capella University
Master of Science in Nursing, University of St. Francis
Bachelor of Science in Health Science, TUI University

Toni Bowman-Boler, MSN
Nursing Adjunct
Master of Science in Nursing, University of Las Vegas

Jim Boyer, MPA
Gen Ed Adjunct
Master of Public Administration, University of Nevada
Bachelor of Science in Urban Studies, University of Nevada

Stephanie Bryson, MSN
Nursing Adjunct
Master of Science in Nursing Education, Grand Canyon University
Master of Health Administration, University of Phoenix
Bachelor of Science in Nursing, University of Phoenix

Trisha Ann Butler, MSN, MBA, BSN, BA, RN
Nursing Faculty
Master of Science in Nursing, University of Phoenix
Master of Business Administration: Healthcare, 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
Bachelor of Science in Nursing, La Consolacion College

Marcella Castillo, MSN
Nursing Adjunct
Master of Science in Nursing, Roseman University
Bachelor of Science in Nursing , Roseman University
University of Nevada - Las Vegas

Evan Clark, MSN
Nursing Adjunct
Master of Science in Nursing , Chamberlain University
Bachelor of Science in Nursing, Arizona College of Nursing

Mara Costa, MSN
Nursing Adjunct
Master of Science in Nursing, Grand Canyon University
Bachelor of Science in Nursing , Grand Canyon University

Nikita Cox, MSN
Nursing Adjunct
Master of Science in Nursing-PMHNP, Northern Kentucky University
Bachelor of Science in Nursing, Capella University

Fritz Cozada, MSN
Nursing Adjunct
Master of Science in Nursing, Grand Canyon University
Bachelor of Science in Nursing, De La Salle Health Sciences Institute

Michelle Cuevas-Romero, MSN
Nursing Adjunct
Master of Science in Nursing, Chamberlain University
Bachelor of Science in Nursing, Chamberlain University

Ruth Dasses-Molin, DNP
Nursing Adjunct
Doctor of Nursing Practice, The University of Alabama
Master of Science in Nursing, Nova Southeastern University
Bachelor of Science in Nursing, Florida Atlantic University

Lynn De Spain, EdD
Gen Ed Adjunct
Doctor of Education, University of Phoenix
Master of Education, The Pennsylvania State University
Master of Arts in Creative Writing, Regis University
Bachelor of Arts in English, University of Nevada-Las Vegas

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

Elizabeth Delgado, PhD
Lab Assistant
Doctor of Philosophy in Genetics & Genomics, University of Florida
Bachelor of Science in Biological Sciences, University of Nevada-Las Vegas

Joseph Doherty, MSN
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

Calaiselvy Elumalai, DNP
Nursing Adjunct
Doctor of Nursing Practice, Touro University
Master of Science in Nursing & Health Care Administration, University of Phoenix

Evelyn Fitzgerald, MSN
Nursing Faculty
Master of Science in Nursing Education, Indiana University
Bachelor of Science in Nursing, Purdue University

Cynthia Flynn, MSN, RN
Nursing Faculty
Master of Science in Nursing, Grand Canyon University
Bachelor of Science in Nursing, Nevada State College

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
Bachelor of Science in Nursing, Chamberlain University

Jagdish Goswami, MPH
Gen Ed Adjunct
Master of Public Health , University of California Berkeley

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 Biological Sciences, University of Nevada-Las Vegas
Master of Science in Biotechnology, West Virginia State University
Bachelor of Science in Biology, West Virginia State University

Cecilia Gregg, EdD
Gen Ed Adjunct
Doctor of Education, University of Phoenix
Master of Science in Psychology, University of Phoenix
Master of Business Administration , University of Phoenix
Master of Arts in Education , University of Phoenix

Justin Grewal, MSN
Nursing Adjunct
Master of Science in Nursing, University of Las Vegas
Bachelor of Science in Nursing, Roseman University of Health Sciences

Ronald Allan Ilano, MSN, 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

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

Connor Klempa, MS
Gen Ed Adjunct
Master of Science in Biotechnology, University of Nevada-Reno
Bachelor of Science in Biotechnology, University of Nevada-Reno

Christina Larson, MSN
Nursing Faculty
Master of Science in Nursing, Capella University
Associate of Arts in Nursing, Lower Columbia College

Cynthia Lasenby, MSN
Nursing Faculty
Master of Science in Nursing, University of Phoenix
Bachelor of Science in Nursing, University of Phoenix

Ashley Lee, DNP
Nursing Adjunct
Doctor of Nursing Practice, Capella University
Master of Science in Nursing, Capella University
Bachelor of Science in Nursing, University of Nevada

Ethel Leon, DNP
Nursing Adjunct
Doctor of Nursing Practice, Nebraska Methodist College
Master of Science in Nursing, University of Nevada-Las Vegas
Bachelor of Science in Nursing, Nevada State College

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 in Mathematical & Computer Sciences, Colorado School of Mines
Bachelor of Science in Chemical Engineering, Colorado School of Mines

Alyssa Lorenzo, MS
Lab Assistant
Master of Science in Medical Physiology, Loyola University-Chicago
Bachelor of Science in Biological Sciences, University of Nevada-Las Vegas

Nadia Luna, DNP, APRN, PMHNP-BC, CNE
Nursing Faculty
Doctor of Nursing Practice, Duke University
Master of Science in in Nursing, Purdue University 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-Ed, BSN
Nursing Adjunct
Master of Science in Nursing Education, Western Governors University
Bachelor of Science in Nursing, Western Governors University

Ivy Marzo, MSN
Nursing Faculty
Master of Science in Nursing, Maryville University
Bachelor of Science in Nursing, Fayetteville State University

Mariessa Mesa, MA, BA
Gen Ed Adjunct
Master of Arts in Educational Studies, 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, MSN
Nursing Adjunct
Master of Science in Nursing, Grand Canyon University
Bachelor of Science in Nursing , Grand Canyon University

Wajid Nadeem, MSN
Nursing Faculty
Master of Science in Nursing, Georgetown University
Bachelor of Science in Nursing, Roseman University of Health Sciences

Melodie Ann Nutter, PhD, MSN, BSN, RN
Nursing Faculty
Doctor of Philosophy in Nursing, Liberty University
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
Bachelor of Science in Nursing, Touro University Nevada

Kikelomo Omotoso, PhD, MSN, APRN, WHNP, BC
Nursing Faculty
Doctor of Philosophy in Public Health & Community Health, Walden University
Master of Science of Nursing, Drexel University
Bachelor of Science in Nursing, Walden University

Charmaine Pankewicz, MSN, BSN
Nursing Faculty
Master of Science in Nursing, Western Governors University
Bachelor of Science in Nursing , Western Governors University

Olivia Porter, MA
Gen Ed Adjunct
Master of Arts, Hamline University
Bachelor of Arts, Augsburg University

Lacy Puttuck, MS, BS
Gen Ed Adjunct
Master of Science in Sports Performance & Training, Concordia University Chicago
Bachelor of Science in Kinesiological Science, University of Nevada, Las Vegas
Bachelor of Science in Nutrition Science, University of Nevada, Las Vegas

Allan Rebucas, MSN
Nursing Adjunct
Master of Science in Nursing, Western Governors University
Bachelor of Science in Nursing, Chamberlain University

Krystal Rivera, MSN
Nursing Adjunct
Master of Science in Nursing, University of Phoenix
Bachelor of Science in Nursing, University of Phoenix

Nathan Robinson, MSN
Nursing Adjunct
Master of Science in Nursing, Walden University
Associate of Applied Science in Nursing, Mercy College of Health Science

Michelle (Mica) Rodas, MSN
Nursing Faculty
Master of Science in Nursing, Western Governors University
Bachelor of Science in Nursing, Arizona College of Nursing

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

Nanette See, MSN, BSN, RN
Nursing Adjunct
Master of Science in Nursing Leadership in Health Care Systems, Grand Canyon University
Bachelor of Science in Nursing, University of Pangasinan, Philippines

Shyam Seetharaman, PhD
Gen Ed Adjunct
Doctor of Philosophy in Psychology, University of South Florida
Master of Arts in Psychology, University of South Florida

Majid Shirali, PhD
Gen Ed Adjunct
Doctor of Philosophy in Political Science, University of Nevada-Las Vegas
Master of Arts in Politics, New York University

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

Debra (Debby) Storey, MSN
Nursing Faculty
Master of Science in Nursing, 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

Marianne Tejada, DNP
Nursing Faculty
Doctor of Nursing Practice, Western University of Health Sciences
Master of Science in Nursing , California State University -Fullerton
Bachelor of Science in Nursing, California State University -Fullerton

Trina Thompson, MSN, BSN
Nursing Adjunct
Master of Science in Nursing, South University
Bachelor of Science in Nursing , Chamberlain University

Philip Tolentino, MSN
Nursing Adjunct
Master of Science in Nursing, Touro University
Bachelor of Science in Nursing, Arellano University

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

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

Justin Weaver, MSN, BSN
Nursing Faculty
Master of Science Nursing, University of Phoenix
Bachelor of Science in Nursing, University of Phoenix

Doug Webber, PhD
Gen Ed Adjunct
Doctor of Philosophy in Neuroscience, Tulane University
Bachelor of Science in Biology (Cell and Molecular Biology), San Francisco State University

Christopher Witt, DPT
Gen Ed Adjunct
Doctor of Physical Therapy, A.T. Still University of Health Sciences
Bachelor of Science in Physical Science, Grand Canyon University

John Woosnam, MS
Gen Ed Adjunct
Master of Science, University of Nevada - Las Vegas
Bachelor of Arts, LaSalle University

Karen Wray, BSN, BSN
Nursing Adjunct
Master of Science in Nursing, University of Kansas
Bachelor of Science in Nursing, Pittsburgh State University

Sherman Yeung, MD
Gen Ed Adjunct
Doctor of Medicine, Gullas College of Medicine
Bachelor Science in Biology, San Diego State University

Staff

Marian Anderson
Academic Records Coordinator

Sandy Hayder-Aparicio
Academic Records Coordinator

Ashlee Irving
Clinical Coordinator

Marni Montogomery-Blake
Academic Records Manager

Nichoel (Nicki) Owen
Student Achievement Manager

Licette Rodriguez Legaspi
Clinical Coordinator

Kelli Ross
Student Achievement Coach

Joshel Santos
Student Achievement Coach

Mary Valdez
Student Achievement Coach

Janeth Winn
Academic Support Coordinator

Melbourne Campus

Administration

Leanne Dragone, DNP
Campus President
Doctor of Nursing Practice, Carlow University
Master of Science in Nursing, University of North Carolina at Greensboro,
Bachelor of Science in Nursing, Waynesburg University

Kacey Calavetta, EdD
Dean of General Education
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

Tammy Zybell, DNP, MSN, MBA
Dean of Nursing
Doctor of Nursing Practice, Chamberlain University
Master of Science Nursing, University of Phoenix
Master of Business Administration, University of Phoenix
Bachelor of Science in Nursing, University of Phoenix

Ricardo Puello
Regional Director of Financial Aid
Bachelor of Science in Technical Management, DeVry University

Juan Bula
Executive Director of Enrollment Services

Faculty

Capria Ammerman, MSN-Ed, BSN, RN
Nursing Faculty
Master of Science in Nursing, South University
Bachelor of Science in Nursing, South University

Miltiyia Blain, MSN, APRN, FNP-C
Nursing Adjunct
Master of Science in Nursing - Family Nurse Practitioner, St. Thomas University
Bachelor of Science in Nursing, Western Governors University

Anitra Bowles, DNP
Nursing Adjunct
Doctor of Nursing Practice - Nursing Administration, Texas Christian Univesity
Post-Master's Certificate in Nursing Education, Texas Christian University
Master of Science in Nursing, University of Phoenix
Bachelor of Science in Nursing, Prairie View A & M University

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

Andrea Countryman, MSN-Ed
Nursing Adjunct
Master of Science in Nursing Education, University of Indianapolis
Bachelor of Science in Nursing, University of Indianapolis

Brandy Ebert
Nursing Adjunct
Master of Science in Nursing Education, Chamberlain University
Bachelor of Science in Nursing , Barnes-Jewish College of Nursing

Alber Fares, PhD
Gen Ed Adjunct
Doctor of Education, Evangel University
Doctor of Philosophy in Agricultural Sciences/Biochemistry, Cairo University

Leigh Ferrier, MFA
Gen Ed Adjunct
Master of Fine Arts, Arcadia University
Master of Arts in English, Arcadia University

Kenneth Gross, DC, MBA
Gen Ed Adjunct
Doctor of Chiropractic, Life College
Master of Business Administration, Eastern University
Master of Science in Sports Health Science, Life College
Bachelor of Science in Nutrition, Life College
Bachelor of Science in Biology, Excelsior College

Chandra James, DNP
Nursing Adjunct
Doctor of Nursing Practice, Troy University
Master of Science in Nursing, Georgia State University
Bachelor of Science in Nursing , Florida Atlantic University

Carissa Jimenez, MSN
Nursing Adjunct
Master of Science in Nursing, Florida Atlantic University
Bachelor of Science in Nursing, Nova Southeastern University

Patricia Kiloh, DNP, RN, CCRN, CNRN
Nursing Adjunct
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

Steven King
Nursing Adjunct
Master of Education in Curriculum and Instruction, Grand Canyon University
Bachelor of Science in Nursing, American College of Education

Cyntia Mengay, MSN, BSN, RN
Nursing Adjunct
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

Carol Miller, MSN
Nursing Adjunct
Master of Science in Nursing, Grand Canyon University
Bachelor of Science in Nursing, Fairview University

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

Camila Parodi, MSN, ARNP, FNP-C
Nursing Adjunct
Master of Science in Nursing, Florida Atlantic University
Bachelor of Science in Nursing, Eastern Florida State College

Joy Perez
Gen Ed Adjunct
Master of Education, Florida Institute of Technology
Bachelor of Science in Biology, Pontifical Catholic University of Puerto Rico

Leslie Plantenberg, MSN-Ed, RN, PCCN, NPD-BC
Nursing Adjunct
Master of Science in Nursing Education, University of Central Flordia
Bachelor of Science in Nursing, Indian River Stage College

Victoria (Katya) Ridore, DNP, FNP-C
Nursing Adjunct
Doctor of Nursing Practice, Frontier Nursing University
Master of Science in Nursing, Frontier Nursing University
Associate of Science in Nursing, Herzing University

Patricia Santiago, MSN
Nursing Faculty
Master of Science in Nursing, Chamberlain University
Bachelor of Science in Nursing, Chamberlain University

Christopher Sharpe, PhD
Gen Ed Adjunct
Doctor of Philosophy in Educational Psychology, Capella University
Master of Business Administration, Western Governors University

Shushma Vohra, MSN, AANP, APRN
Nursing Adjunct
Master of Science in Nursing, Liberty University
Bachelor of Science in Nursing, Liberty 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

Suebrenia Calhoun
Clinical Coordinator

Safiyah Dinally
Academic Records Manager

Mervin Walls
Student Achievement Coach

Milwaukee

Administration

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

Andrew Gradall, MS
Dean of General Education
Master of Science in Clinical and Translational Sciences, Medical College of Wisconsin
Bachelor of Science in Comprehensive Organismal Biology, University of Wisconsin, Eau Claire

Emily Mroczkowski
Executive Director of Acdemic Operations
Bachelor of Arts, University of Wisconsin

Stephanie Purk
Regional Director, Financial Aid
Bachelor of Marketing, Bradley University

Faculty

Jaylen Bradley, MPP
Gen Ed Adjunct
Master of Public Policy, Georgetown University
Bachelor of Arts, The University of Michigan, Ann Arbor

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 Griffin, MSN, RN
Nursing Adjunct
Master of Science in Nursing, Concordia University
Bachelor of Science in Nursing, Alverno College

Hope Kelling, MSN, RN
Nursing Adjunct
Master of Science in Nursing, Herzing University
Bachelor of Science in Nursing, University of Wisconsin, Oshkosh

Jeff Kroemer, MA
Gen Ed Adjunct
Master of Arts in Teaching, Webster University
Bachelor of Science in Elementary Education, Concordia Teachers College

Therese Krueger, MNS, RN
Nursing Faculty
Master of Science in Nursing, Herzing University
Bachelor of Science in Nursing, Herzing University

Angela O'Neil, MSN
Gen Ed Adjunct
Master of Science in Nursing, Lourdes University
Master of Science in Biology, University of Texas-Rio Grande Valley
Bachelor of Science in Biology, University of Texas-Rio Grande Valley

Bianca Reyes, PhD
Gen Ed Adjunct
Doctor of Philosophy in Industrial & Organizational Psychology, Milwaukee School of Engineering
Master of Business Administration, Milwaukee School of Engineering
Bachelor of Arts in Psychology & Sociology, Roosevelt University

Ilma Stipanovic, MSN, RN
Nursing Adjunct
Master of Science in Nursing, Alverno College
Bachelor of Science in Nursing, Columbia College of Nursing

Carol Swiderski, MSN, RN
Nursing Faculty
Master of Science in Nursing, Herzing University
Bachelor of Science in Nursing, Marquette University
"Doctor of Philosophy in Organic Chemistry, Knox College
Bachelor of Science in Chemistry, Knox College

Abigail Thillman, PhD
Gen Ed Adjunct
Doctor of Philosophy in Organic Chemistry, Knox College
Bachelor of Science in Chemistry, Knox 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

Staff

Brendan Carlson
Student Achievement Coach

Ontario Campus

Administration

Elden Monday, MBA
Senior Campus President
Master of Business Administration, University of Phoenix

Matthew Gibbs, BS
Executive Director of Enrollment Services
Bachelor of Science in Business, University of Phoenix

Alice Martanegara, DNP, RN
Dean of Nursing
Doctor of Nursing Practice, Touro University
Master of Science in Nursing, University of Phoenix

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

Johanna Ellis, MSN-Ed, RN
Nursing Lab Manager
Master of Science in Nursing Education, Western Governors University
Bachelor of Science in Nursing, Andrews University

Faculty

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

Nathan Barba, MSN, BSN, RN
Nursing Adjunct
Master of Science in Nursing - Psych Mental Health Nurse Practitioner, California Baptist University
Bachelor of Science in Nursing , Azusa Pacific University

Joshua Castil
Gen Ed Faculty
Master of Physical Therapy, Loma Linda University
Bachelor of Science in Health Science, Loma Linda University

Angela Cook, MSN, BSN, RN
Nursing Adjunct
Master of Science in Nursing, University of Phoenix
Bachelor of Science in Nursing, University of Phoenix

Vanessa Cuevas, MSN, BSN, RN
Nursing Adjunct
Master of Science in Nursing - Education, Azusa Pacific University
Bachelor of Science in Nursing, Azusa Pacific University

Ashley De La Cruz, MSN, BSN, RN
Nursing Faculty
Master of Science in Nursing Education, Grand Canyon University
Bachelor 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, Ed.D
Gen Ed Adjunct
Doctor of Education in Educational Leadership, American College of Education
Master of Education in Curriculum & Instruction, California State Polytechnic University
Bachelor of Arts in Multiple Subjects, 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

Laura Farnsworth, DCN, MS, BS
Gen Ed Adjunct
Doctor of Clinical Nutrition, University of Western States
Master of Science in Nutrition and Integrative Health, Maryland University of Integrative Health
Bachelor of Science in Psychology and Social Science, University of Maryland Global Campus

Danica Flores, MSN, RN
Nursing Adjunct
Master of Science in Nursing, West Coast University
Bachelor of Science in Nursing, West Coast University

Anji Fodda, MSN, BSN, RN
Nursing Adjunct
Master of Science in Nursing Education, Western Governors University
Bachelor of Science in Nursing, California State University-San Marcos

Allyson French, MSN-Ed
Nursing Adjunct
Master of Science in Nursing: Nursing Education, Western Governors University

Xenia Gonzales MSN, RN
Nursing Adjunct
Master of Science in Nursing: Public Health, Grand Canyon University
Bachelor of Science in Nursing, California Baptist University

STP Journey Gulles, MSN, BSN, RN
Nursing Adjunct
Master of Science in Nursing: Adult Gerontology, West Coast University
Bachelor of Science in Nursing, University of San Carlos

Yanira Haston, MSN, BSN, RN
Nursing Adjunct
Master of Science in Nursing Education, Western Governors University
Bachelor of Science in Nursing, Mount Saint Mary's University

Vivlayn Huggins, MSN, BSN, RN
Nursing Adjunct
Master of Science in Nursing/Health Care Education, University of Phoenix
Bachelor of Science in Nursing, University of Phoenix

Jenny Kosiah, MSN, BSN, RN
Nursing Adjunct
Master of Science in Nursing, University of Texas Arlington
Bachelor of Science in Nursing, University of Texas Arlington

Violeta Lewis, MSN, RN
Nursing Faculty
Master in Science of Nursing, The University of Arizona
Bachelor of Arts in Anthropology, University of California-Santa Barbara
Associate of Science in Nursing , Rio Hondo College

Christy Li, MSN, BSPH, RN
Nursing Faculty
Master in Science of Nursing, Western University of Health Sciences
Bachelor of Science in Public Health, University of California-San Diego

Francisco Lozano, MSN, RN
Nursing Adjunct
Master of Science in Nursing, West Coast University
Bachelor of Science in Nursing, West Coast University

Celia Martinez, MSN-Ed, RN
Nursing Adjunct
Master of Science in Nursing Education, Aspen University
Bachelor of Science in Nursing, Cal State, Domingez Hills

Irene Martinez, MSN, BSN, RN
Nursing Adjunct
Master of Science in Nursing Education, Aspen University
Bachelor of Science in Nursing, California State University-Dominguez Hills

Jeanne Mpawenimana, MSN-Ed, BSN, RN
Nursing Faculty
Master of Science in Nursing, University of Phoenix
Bachelor of Science in Nursing , University of Phoenix

Sara Munawar, DNP, BSN, RN
Nursing Adjunct
Doctor of Nursing Practice, Loma Linda University
Bachelor Degree in Nursing, University of Health Sciences-Lahore

Kahoru Okuyama, MSN, BSN, RN
Nursing Faculty
Master of Science in Nursing, Western Governors University
Bachelor of Science in Nursing, Western Governors University

Linda Olsen, MSN, BSN, RN
Nursing Adjunct
Master of Science in Nursing, Purdue University Global
Bachelor of Science in Nursing, Purdue University Global

Adetoun Olupitan, MSN, RN
Nursing faculty
Master of Science in Nursing, Capella University
Bachelors of Science in Nursing, St Xavier University

Antonio Reyes, MSN
Nursing Adjunct
Master of Science in Nursing, University of Phoenix

Rosalie Rubio, MSN, BSN, RN
Nursing Adjunct
Master of Science in Nursing, Xavier University
Bachelor of Science in Nursing, Western Governors University

Margaret Santandrea, DNP, MSN, RN
Nursing Adjunct
Doctor in Nursing Practice, Grand Canyon University
Master of Science in Nursing, Grand Canyon University

Stephanie Schultz, MSN, BSN, RN
Nursing Adjunct
Master of Science in Nursing, Arizona State University
Bachelor of Science in Nursing, Arizona State University

Jeanne Sedivy, MSN
Nursing Adjunct
Master of Science in Nursing, Grand Canyon University
Bachelor of Science in Nursing, Grand Canyon University

Uzaera Shaikh, MSN, BSN, RN
Nursing Adjunct
Master of Science in Nursing, West Coast University
Bachelor of Science in Nursing, West Coast University

Jerica Sterling, MA, BS
Gen Ed Adjunct
Master of Arts in Mathematics, Cal-State University-Fullerton
Bachelor of Science in Pure Mathematics, Cal-Sate Polytechnic University

Pamela Sunga, DNP, MSN, BSN, RN
Nursing Adjunct
Doctor of Nursing Practice, Azusa Pacific University
Master of Science in Nursing, University of Phoenix
Bachelor of Science in Nursing, West Coast University-Ontario

Michael Thompson, EdD, MSN, BSN, RN
Nursing Adjunct
Doctor of Education in Organizational Leadership, University of Massachusetts Global
Master of Science in Nursing, Grand Canyon University
Master of Business Administration, Grand Canyon University
Bachelor of Science in Nursing, West Coast University-Orange County

Aribeth Trujilo, MSN, BSN, RN
Nursing Adjunct
Master of Science in Nursing Education, Western Governors University
Bachelor of Science in Nursing, Loma Linda University

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

Nez Woldai, MSN, BSN, RN
Nursing Adjunct
Master of Science in Nursing, West Coast University
Bachelor of Science in Nursing, California State University-San Bernardino

Amiee Young, MSN, BS, RN
Nursing Adjunct
Master of Science in Nursing, Vanguard University
Bachelor of Science in Nursing, Vanguard University

Brittany Young, MSN, BSN, RN
Nursing Faculty
Master of Science in Nursing, West Coast University-Orange County
Bachelor of Science in Nursing, West Coast University-Orange County

Kamile Yuksek, Ph.D, MS
Gen Ed Adjunct
Doctor of Philosophy in Molecular Biology & Immunology, University of Southern California
Master of Science in Biology, California State University-Northridge

Teresa Zazueta, MSN, BSN, RN
Nursing Faculty
Master of Science in Nursing Education, Western Governors University
Bachelor of Science in Nursing, California State University-Dominguez Hills

Staff

Ivan Morales
Academic Support Coordinator

Alexis Redden
Student Achievement Coach

Jesslyn Soares
Academic Records Manager

Zack Thomas
Clinical Coordinator

Phoenix Campus

Administration

Shannon Olson, DNP, MSN, RN
Campus President
Doctor of Nursing Practice, Post University
Master of Science in Nursing, Grand Canyon University
Bachelor of Science in Nursing, St. Catherine's University

Crystal Bowman, PhD, MSN-FNP, BSN
Dean of Nursing
Doctor of Philosophy, Capella University
Master of Science in Nursing - Family Nurse Practioner, United States University
Bachelor of Science in Nursing, Arizona State University

Tadzia Dennis, PhD, MEd, BS
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 Ashlock, 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 in Nursing Education, Grand Canyon University
Bachelor of Science in Nursing, Grand Canyon University

Jennivee Walsh, MADM, BSN, RN
Assistant Dean of Nursing
Master of Administration in Administration (MADM), Northern Arizona University
Bachelor of Science in Nursing, Northern Arizona University

Kory Smith, MBA
Assistant Dean of General Education
Master of Business Administration, University of Phoenix
Bachelor of Business Administration, Tiffin University

Candelario (Lalo) Ortiz, BSBM
Director of Financial Aid
Bachelor of Science in Business Management, Western Governors University

Stacey Fox, BS
Executive Director of Enrollment Services
Bachelor of Science, Warner University

Chris Osinski, MSN
Nursing Lab Manager
Master of Science in Nursing, Western Governors University
Bachelor of Science in Nursing, Chamberlain University

Faculty

Jo Abdin, MSN, BSN
Nursing Adjunct
Master of Science in Nursing, Walden University
Bachelor of Science in Nursing, Western Mindanao State University

Mohini Agarwal, PhD
Gen Ed Adjunct
Doctor of Philosophy in Operations Research, University of Delhi
Master of Science in Operations Research, University of Delhi
Bachelor of Science in Operations Research, University of Delhi

Rakhad Alrawi, MPH
Gen Ed Adjunct
Master of Public Health, Grand Canyon University
Doctor of Medicine, Al-Mustansiriya University
Master of Science, Al-Mustansiriya University

Cynthia Alvarez, MSN, BSN
Nursing Adjunct
Master of Science in Nursing, Northern Arizona University
Bachelor of Science in Nursing, Grand Canyon University

Olivia Andreacola, MSN, BSN
Nursing Faculty
Master of Science in Nursing, Grand Canyon University
Bachelor of Science in Nursing, Arizona State University

Fatima Baig, MSN, BSN
Nursing Adjunct
Master of Science in Nursing, University of Phoenix
Bachelor of Science in Nursing, University of Phoenix

Kevin Beltran, MSN, BS
Nursing Adjunct
Master of Science in Nursing, DePaul University
Bachelor of Science in Molecular and Cellular Biology, University of Illinois, Urbana-Champaign

Angie Boloz, MSN, MHA, BSN
Nursing Faculty
Master of Science in Nursing, Arizona State University
Master of Health Administration, University of Phoenix
Bachelor of Science in Nursing, Northern Arizona University

Susie Bond, MSN
Nursing Faculty
Master of Science in Nursing, Grand Canyon University
Bachelor of Science in HST: Community Health, Eastern Illinois University
Associate in Applied Science Nursing, Lincoln Land Community College

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

Donna Cash, MSN, BSN
Nursing Adjunct
Master of Science in Nursing, Grand Canyon University
Bachelor of Science in Nursing, Grand Canyon University

Crystal Chappell, MSN, BSN
Nursing Adjunct
Master of Science in Nursing Education, Brookline College
Bachelor of Science in Nursing, University of Phoenix
Associate Degree in Nursing, RETS Tech Center

Chloe Chu, MSN, BSN
Nursing Adjunct
Master of Science in Nursing, Grand Canyon University
Bachelor of Science in Nursing, Arizona State University

Jackie Conley, MSN, RN
Nursing Adjunct
Master of Science in Nursing, Brookline College
Bachelor of Science in Nursing, Brookline College

Jessica Contreras, MSN, BSN
Nursing Adjunct
Master of Science in Nursing, Frontier Nursing University
Bachelor of Science in Nursing, Grand Canyon University

Amber Coomes, MSN
Nursing Faculty
Master of Science in Nursing, 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

Melissa Dahm, MSN
Nursing Adjunct
Master of Science in Nursing, University of Arizona
Bachelor of Science in Psychology, Arizona State University

Eden Dailey, MSN, BSN
Nursing Adjunct
Master of Science in Nursing, Chamberlain University
Bachelor of Science in Nursing, Chamberlain 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

Tammy Drewett, MSN-Ed
Nursing Faculty
Master of Science in Nursing: Nursing Education, Grand Canyon University
Bachelor of Science in Nursing, Grand Canyon University

Benjamin Drury, EdD
Gen Ed Adjunct
Doctor of Education in Curriculum, Advocacy, Policy, National Louis University
Master of Arts in Sociology, Indiana University-Indianapolis
Bachelor of Arts in Sociology, Indiana University-Indianapolis

Daniel Eaton, MSN, BSN
Nursing Adjunct
Master of Science in Nursing, South University
Bachelor of Science in Nursing, Grand Canyon University

Beth Ellickson, MEd
Gen Ed Adjunct
Master of Education, Northern Arizona University
Bachelor of Science in Education, Northern Arizona University

Rashad Erakat, MD, BA
Gen Ed Adjunct
Doctor of Medicine, International University of the Health Sciences
Bachelor of Arts in Biology, Rutgers University

Beatriz Escobedo, MSN, BSN
Nursing Adjunct
Master of Science in Nursing, Chamberlain University
Bachelor of Science in Nursing, Chamberlain University

Cory Gadsby, MSN
Nursing Faculty
Master of Science in Nursing, Grand Canyon University
Bachelor of Science in Nursing, Pima Medical Institute

Amber Gearhart, DNP, MSN, RN
Nursing Faculty
Doctor of Nursing Practice, Chamberlain University
Master of Science in Nursing, Walden University
Associate of Applied Science in Nursing, Lansing Community College

Florin Ghinea, MEd
Gen Ed Faculty
Master of Education in Curriculum and Instruction, Arizona State University
Bachelor of Arts in Mathematics, Arizona State University

Alice Gonzales, MSN, BSN
Nursing Adjunct
Master of Science in Nursing, Grand Canyon University
Bachelor of Science in Nursing, Grand Canyon University

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

Taylor Jones, MSN, BSN
Nursing Adjunct
Master of Science in Nursing, Grand Canyon University
Bachelor of Science in Nursing, Arizona State University

Sana Keller, MSN, BSN
Nursing Faculty
Master of Science in Nursing, University of North Dakota
Bachelor of Science in Nursing, Minot State University

Jennifer Kizior, MAT
Gen Ed Adjunct
Master of Arts in Teaching - Secondary Education Mathematics, National Louis University
Bachelor of Science in Finance, 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

Mikeal Kos, MSN, RN
Nursing Faculty
Master of Science in Nursing,
University of Phoenix
Bachelor of Science in Biology,
University of Akron

Jenna LaRosa, MSN, BSN
Nursing Adjunct
Master of Science in Nursing, Aspen University
Bachelor of Science in Nursing, Florida Southwestern State College

Mary Lewis, MA
Gen Ed Adjunct
Master of Arts in Christian Counseling,
American Christian College
Bachelor of Arts in Christian Counseling,
American Christian College

Caleb Lichtenberger, MSN, BSN
Nursing Faculty
Master of Science in Nursing, Wilkes University
Bachelor of Science in Nursing, Grand Canyon University

Deborah Louis, MSN, BSN
Nursing Adjunct
Master of Science in Nursing, Aspen University
Bachelor of Science in Nursing, Aspen University

Meli Luster, 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,
Glendale Community College

Karen Lynd, MSN, BSN
Nursing Adjunct
Master of Science in Nursing, Grand Canyon University
Bachelor of Science in Nursing, Grand Canyon University

April Mackie, MSN, AASN
Nursing Adjunct
Master of Science in Nursing, Grand Canyon University
Associate in Applied Science Nursing,
Glendale Community College

Kenisha Manley
Lab Assistant
Master of Education in Learning Design and Technologies, Arizona State University
Bachelor of Science in Chemistry, Northern Arizona University

Bryanne Marino, MSN, BSN
Nursing Faculty
Master of Nursing in Nurse Informaticist Specialty, University of St. Augustine for Health Sciences
Bachelor of Science in Nursing, Point Loma Nazarene University

Luanne Mauro-Atkinson, MA
Gen Ed Adjunct
Master of Arts in Human Development,
Pacific Oaks College
Bachelor of Science in Biology &
Psychology, Grove City College

Lekia McCoy, MSN
Nursing Adjunct
Master of Science in Nursing, Cardinal Stritch University
Bachelor of Science in Nursing, Cardinal Stritch University

Marlina McMullin, MSN-FNP, BSN
Nursing Adjunct
Master of Science in Nursing: Family Nurse Practioner, University of Phoenix
Bachelor of Science in Nursing, Southern New Hampshire University

Angelita Miguel, MSN, BSN
Nursing Adjunct
Master of Science in Nursing, Grand Canyon University
Bachelor of Science in Nursing, St. Paul University Philippines

Alexander Moore
Lab Assistant
Master of Science in Biology, Arizona State University
Bachelor of Science in Microbiology, Arizona State 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

Krisel Nagallo (Reyes), NMD
Gen Ed Adjunct
Doctor of Naturopathic Medicine,
Southwest College of Naturopathic Medicine
Bachelor of Science in Psychology,
York University
Bachelor's Degree in Molecular Biology,
McMaster University

Danielle Nixon, MA
Gen Ed Adjunct
Master of Arts in English, New Mexico Highlands University
Bachelor of Arts in English, Kean University

Kim O'Hara, JD, MS, RN
Nursing Faculty
Juris Doctor in Law, CUNY School of Law
Master of Science in Nursing: Nursing Education, St. Joseph's University
Bachelor of Science in Nursing, Hunter College

Felicia Parker, MHA, BS
Gen Ed Adjunct
Master of Health Administration, University of Phoenix
Bachelor of Science in Psychology, University of Phoenix

Toni Parra, MSN, BSN
Nursing Faculty
Master of Science in Nursing, Western Governors University
Bachelor of Science in Nursing, Western Governors University

Rowena Ramos, MSN, RN, FNP-BC
Nursing Adjunct
Master of Science in Nursing, Grand Canyon University
Bachelor of Science in Nursing, San Juan de Dios Educational Foundation

Mike Ren, MSN, BSN
Nursing Adjunct
Master of Science in Nursing, Grand Canyon University
Bachelor of Science in Nursing, Northern Arizona University

Autumn Richardson, DNP-FNP, BSN
Nursing Adjunct
Doctor of Nursing Practice, University of Arizona
Bachelor of Science in Nursing, Arizona State University

Darlene Rodriguez, MSN, BSN
Nursing Faculty
Master of Science in Nursing, Grand Canyon University
Bachelor of Science in Nursing, Grand Canyon University

Mario Roman, MSN
Nursing Faculty
Master of Science in Nursing, Grand Canyon University
Bachelor of Science in Health Sciences - Public Health, Northern Arizona University
Associate of Applied Science in Nursing, Gateway Community College

Kimberly Rossell, MSN
Gen Ed Adjunct
Master of Science in Nursing, Kent State University
Bachelor of Science in Nursing, Kent State University

Brenda Roundtree, DCN
Gen Ed Adjunct
Doctor of Clinical Nutrition, Maryland University of Integrative Health
Bachelor of Science in Nutrition, Arizona State University

Anna Rubinova, MSN, BSN
Nursing Adjunct
Master of Science in Nursing, Western Governors University
Bachelor of Science in Nursing, Western Governors University

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

Diana Sanchez, MSN, BSN
Nursing Adjunct
Master of Science in Nursing, Arizona State University
Bachelor of Science in Nursing, Grand Canyon University

Shanna Saunders, MSN, RN
Nursing Adjunct
Master of Science in Nursing, Western Governors University
Bachelor of Science in Nursing, Western Governors University

Allison Segebarth, MSN, FNP-C, BSN
Nursing Faculty
Master of Science in Nursing: 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

Kayla Sims, MSN, BSN
Nursing Adjunct
Master of Science in Nursing - Education, Western Governors University
Bachelor of Science in Nursing, Utah State University

Karen Smith, MSN, BSN
Nursing Adjunct
Master of Science in Nursing, Benedictine University
Bachelor of Science in Nursing, Northern Illinois University

Minnie (Marcia) Stout, DNP, MS, RN
Nursing Faculty
Doctor of Nursing Practice, DePaul University
Master of Science in Nursing, North Park University
Bachelor of Science in Nursing, Loyola University

Monica Strango, MSN
Nursing Faculty
Master of Science in Nursing Education, Western Governors University
Bachelor of Science in Nursing, Arizona State University

Jamie Sutton, DNP, MSN, RN
Nursing Adjunct
Doctor of Nursing Practice , Grand Canyon University
Master of Science in Nursing, University of Toledo
Bachelor of Science in Nursing, Bowling Green State University

Dinez Swanson, DNP, MSN, RN
Virtual Simulation Adjunct Faculty
Doctor of Nursing Practice, Walden University
Master of Science in Nursing, Texas Woman's University
Bachelor of Science in Nursing, Texas Woman's University

Amanda Taylor, DNP, MSN
Nursing Adjunct
Doctor of Nursing Practice , Grand Canyon University
Masters of Science in Nursing, Grand Canyon University
Bachelors of Science in Nursing, University of Phoenix

Rizalina Telebrico, MSN, BSN
Nursing Adjunct
Master of Science in Nursing, Grand Canyon University
Bachelor of Science in Nursing, Nueva Ecija Colleges

Karen Topete, MSN, BSN
Nursing Adjunct
Master of Science in Nursing, Grand Canyon University
Bachelor of Science in Nursing, Northern Arizona University

Jennifer Tudor, MSN, BSN
Nursing Adjunct
Master of Science in Nursing, Brookline College
Bachelor of Science in Nursing, Brookline College

Jahaira Vera, MS
Gen Ed Faculty
Master of Science in Pharmacology & Toxicology, University of Arizona
Bachelor of Science in Veterinary Science, University of Arizona

Kevin Walling, JD
Gen Ed Adjunct
Doctor of Juris, Willamette University
Bachelor of Science in Political Science, University of Oregon

Pebble Ward, MSN, BSN
Nursing Adjunct
Master of Science in Nursing, University of Texas at Tyler
Bachelor of Science in Nursing, University of Texas at Tyler

Amy Willis, MSN, BSN
Nursing Faculty
Master of Science in Nursing, California State University-Dominguez Hills
Bachelor of Science in Nursing, Chamberlain University

Katie Wilson, MSN, BSN
Nursing Adjunct
Master of Science in Nursing, Chamberlain University
Bachelor of Science in Nursing, Ottawa University

Kelly Wurdelman, DNP, MSN, BSN
Nursing Adjunct
Doctor of Nursing Practice, St. Catherine University
Master of Science in Nursing, University of North Dakota
Bachelor of Science in Nursing, College of St. Scholastica

Mary Xiong, MSN
Nursing Adjunct
Master of Science in Nursing, Walden University
Bachelor of Science in Nursing, Walden University

Yakima Young-Shields, DNP, MSN, BSN
Nursing Adjunct
Doctor of Nursing Practice, Frontier Nursing University
Master of Science in Nursing, University of Missouri
Bachelor of Science in Nursing, Webster University

Vicky Zimmer, MSN, BSN
Nursing Adjunct
Master of Science in Nursing, Western Governors University
Bachelor of Science in Nursing, Western Governors University
Associate of Applied Science in Nursing, Maricopa County Community College

Samuel Zuniga, NMD
Gen Ed Adjunct
Doctorate of Naturopathic Medicine, Southwest College of Naturopathic Medicine
Bachelor of Science in Sport & Exercise Science, University of Northern Colorado

Staff

Jessica Anderson
Academic Records Manager

Vicki Barbe
Student Achievement Manager

Rachel Henning
Student Achievement Coach

Mario Kalo
Student Achievement Coach

Tammy Mathews
Clinical Coordinator

Amanda Minneci
Academic Records Coordinator

Tiffany Morton
Clinical Coordinator

Felicia Parker
Academic Support Coordinator

Frank Ramirez
Student Achievement Coach

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 Science in 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 in Business Administration, Independence University

Randallin Acevedo, MSN-Ed, RN
Nursing Lab Manager
Master of Science in Nursing, Western Governors University
Bachelor of Science Nursing, Western Governors University

Faculty

Curtis Anderson, MSN-Ed, RN
Nursing Faculty
Master of Science in Nursing, 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

Jeremy Berrett, MSN, RN
Nursing Adjunct
Master of Science in Nursing: AGPCNP, Maryville University
Bachelor of Science in Nursing, Grand Canyon 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

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

Candice Dunaway, MSN-Ed, RN
Nursing Faculty
Master of Science in Nursing: Nursing Education, Western Governors University
Bachelor of Science in Nursing, Cumberland University

Victoria Ekpoma,MSN, RN
Nursing Adjunct
Master of Science in Nursing, University of Utah
Bachelor of Science in Nursing, Utah Valley 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

Catherine Hamilton, DNP, MS, MBA, RN
Nursing Faculty
Doctor of Nursing Practice in Nursing, University of Utah
Bachelor of Science in Nursing, University of Utah

Kip Horstmann, MS
Gen Ed Adjunct
Master of Science in Nutrition & Integrative Health, Maryland University of Integrated Health

Rebecca Jensen, MS, BSN
Nursing Faculty
Master of Science in Health and Human Movement, Utah State University
Bachelor of Science in Nursing, Roseman University of Health Sciences

Colette Johnson, MSN
Nursing Faculty
Master of Science in Nursing, Western Governors University
Bachelor of Science in Nursing, Western Governors University

Rylee Kasal, MS, BSN
Nursing Adjunct
Master of Science in Health Services Admin, Strayer University
Bachelor of Science in Nursing, Southern Utah University

Meisha Kresser, MSN, BSN, RN
Nursing Adjunct
Master of Science in Nursing, Southern Utah University
Bachelor of Science in Nursing, Joyce University of Nursing and Health Sciences

James Lawrence, NP, MSN, BSN, RN
Nursing Adjunct
Master of Science in Nursing Informatics, Western Governors University
Bachelor of Science in Nursing, Utah Tech University

Lisa Mapa, MSN-FNP, RN
Nursing Adjunct
Master of Science in Nursing - Family Nurse Practioner, 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, Westminster University

Wendy Mohlman, EdD, MS, RN, CNEn
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

Derek Moos, NP, MSN, BSN, RN
Nursing Adjunct
Certified Nurse Practitioner in Adult/Gerontology, Maryville University
Master of Science in Nursing, Western Governors University
Bachelor of Science in Nursing, Weber State University
Certified Nurse Practicioner in Adult/Gerontology, Maryville University

Adriana Newton, DNP
Nursing Adjunct
Doctor of Nursing Practice, University of Utah
Bachelor of Science, Western Governors University

Edward Parry, MSN NP-C
Nursing Adjunct
Master of Science in Nursing, Graceland University
Bachelor of Science in Nursing, University of Phoenix

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

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
Bachelor of Science in Nursing, University of North Alabama

Lindsay Soelberg, MS
Gen Ed Adjunct
Master of Science in Mathematics, Brigham Young University
Bachelor of Science in Mathematics, Utah Tech University

Pamela Staich, MSN, RN
Nursing Adjunct
Master of Science in Nursing, Utah Valley University
Associate in Science in Nursing, Utah Valley 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

Crystal Terry, DNP
Nursing Adjunct
Doctor of Nursing Practice, University of Cincinnati
Bachelor of Science in Nursing, Westminster 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

Bo Whalen, DPT
Gen Ed Adjunct
Doctor of Physical Therapy, Rocky Mountain University of Health Professionals
Bachelor of Science in Exercise Science and Outdoor Rec, 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

Staff

Aly Ankeney
Academic Support Coordinator

Rachel Carey
Student Achievement Coach

Kristen Chubac
Clinical Coordinator,

Joell Goeff
Academic Records Manager

Sarasota Campus

Administration

Lisa Cantlebary, MEd
Interim Campus President
Master of Education, Ashland University
Bachelor of Science in Computer Science, Ohio Dominican 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

Elizabeth Firmstone, BA
Director of Financial Aid
Bachelor of Arts in Biology, University of Tampa

Amy DiMartino
Assistant Director of Enrollment Services

Laura Byers-Wells, MSN,RN
Nursing Lab Manager
Master of Science in Nursing, Wilson College, PA
Bachelor of Arts in Religious Studies, Regent University, VA
Associate of Science in Nursing, Shepherd University, WV

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

Shanequa Banks, MS
Gen Ed Adjunct
Master of Science in Psychology, University of Phoenix
Bachelor of Arts in Sociology, University of Florida

Jacqueline Bivona MSN-PMHNP, RN
Nursing Adjunct
Master of Science in Nursing, Spring Arbor University
Bachelor of Science in Nursing, Chamberlain College

Bassanya Bryant-Spann, PhD
Gen Ed Adjunct
Doctor of Philosophy in Psychology, Capella University
Master of Arts in Communication, Grand Canyon 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

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

Tiffany Gustave, MSN, BSN, RN
Nursing Adjunct
Master of Science in Nursing, Grand Canyon University
Bachelor of Science in Nursing, Grand Canyon University

Susan Hallinan, MSN
Nursing Adjunct
Master of Science in Nursing, Saginaw Valley State University
Bachelor of Science in Nursing, University of Michigan-Flint

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

Leela Kotha, PhD
Gen Ed Adjunct
Doctor of Philosophy in Genetics, Texas A&M University

D'Arcie Lennard, MS
Gen Ed Adjunct
Master of Science in Administration, University of West Florida
Bachelor of Arts in English-Liberal Arts, University of West Florida

Connie Lindmeier, PhD, MSN, RN
Nursing Adjunct
Doctor of Philosophy in Nursing, Capella University
Master of Science in Nursing, University of Wisconsin
Bachelor of Science in Nursing, University of Wisconsin

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 Criminial Justice, Saginaw Valley State University

Cindy Marcelin, MS
Gen Ed Adjunct
Master of Science in Management, Nova Southeastern University
Bachelor of Arts in Political Science, Florida Atlantic University

Molly McPeek, MSN,RN, RNC-MNN
Nursing Faculty
Master of Science in Nursing, Sabal College
Bachelor of Science in Nursing, Eastern Michigan University

Jacqueline Moore, CCRN, MSN, RN
Nursing Faculty
Master of Science in Nursing Leadership, Western Governors University
Bachelor of Science in Nursing, Keiser University

Ray Moss, DPA
Gen Ed Adjunct
Doctor of Public Administration, Capella University
Master of Science in Administration of Justice and Security, University of Phoenix

Megan Olsen, MSN,RN
Nursing Adjunct
Master of Science in Nursing, American Sentinel university
Bachelor of Science in Nursing , University of Central Florida

Kathleen Paroda, MSN,RN
Nursing Adjunct
Master of Science in Nursing, Walden University
Bachelor of Science in Nursing, Cleveland State University

Ruth Sawdy, PhD
Nursing Adjunct
Doctor of Philosophy, Walden University
Master of Science in Nursing, University of Central Florida
Bachelor of Science in Nursing, University of Phoenix

Tammi Scimenes, DMin, MEd, BA
Gen Ed Adjunct
Doctor of Ministry Pastoral Counseling, Liberty University
Master of Educational Leadership, Argosy University
Bachelor of Arts in Communication, University of Tampa

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

Brett Wiechmann, MS, BS
Gen Ed Adjunct
Master of Science in Mathematics, Emporia State University
Bachelor of Science in Mathematics Education, University of South Florida

Jenny Wiesman, MA
Gen Ed Adjunct
Master of Arts in English, North Illinois University
Bachelor of Arts in English, North Illinois University

Mary Yockel, EdD, LMHC, LPC
Gen Ed Adjunct
Doctor of Education in Counselilng Psychology, Argosy University
Master of Arts in Forensic Psychology, Argosy University
Bachelor of Science in Psychology, Slippery Rock University

Staff

Sharon Alcock
Academic Records Manager

Heather Rawles
Clinical Coordinator

Southfield Campus

Administration

Jared Deane, PhD
Campus President
Doctor of Philosophy in Health Services Research, University of Florida
Master of Science in Industrial and Systems Engineering, University of Florida

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

Leann Ray
Executive Director of Enrollment Services
Bachelor of Arts in Sociology, Wayne State University

Erica Varnes
Director of Financial Aid

Rachael Olson, MSN-Ed, BSN, CHSE, RN
Nursing Lab Manager
Master of Science in Nursing Education, Spring Arbor University
Bachelor of Science in Nursing, Oakland University

Faculty

Zahra Assad, MSN, RN
Nursing Adjunct
Master of Science in Nursing, Purdue University Global
Bachelor of Science in Nursing, Madonna University

Donya Ayoub, DNP, MSN-Ed, BSN, RN
Nursing Faculty
Doctor of Nursing Practice, Chamberlain University
Master of Science in Nursing Education, Chamberlain University
Bachelor of Science in Nursing, Madonna University

Debra Banks, MSN, RN
Nursing Adjunct
Master of Science in Nursing, University of Phoenix
Bachelor of Science in Nursing, University of Phoenix

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

Stefana Bojescu, DNP, FNP-BC, APRN
Nursing Faculty
Doctor of Nursing Practice, Wayne State University
Bachelor of Science of Nursing, University of Detroit Mercy

Endia Buggs, MSN, RN
Nursing Adjunct
Masters of Science in Nursing, Capella University
Bachelor of Science in Nursing, Capella University

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

Donna Cobb, MSN, BSN
Nursing Adjunct
Master of Science in Nursing, Adult Gerontology Clinical Nurse Specialist, Eastern Michigan University
Bachelor of Science in Nursing, University of Detroit

Kathy Cope, MSN, RN
Nursing Adjunct
Master of Science in Nursing, Grand Valley State University
Bachelor of Science in Nursing, Michigan State University

Evan Coscarelli-Trot, MS
Science Lab Assistant
Master of Science in Biology, Northern Michigan University
Bachelor of Science in Biology, Northern Michigan University

Allison Cutler, DNP, FNP-BC
Nursing Faculty
Doctor of Nursing Practice, Michigan State University
Bachelor of Science in Nursing, Michigan State University

Jennifer Davis, MSN, RN
Nursing Adjunct
Master of Science in Nursing - Nurse Midwifery, University of Michigan
Bachelor of Science in Nursing, University of Toledo

Latonja Davis, MSN, RN
Nursing Adjunct
Master of Science in Nursing, Walden University
Bachelor of Science in Nursing, Oakland University

Alena Duckworth, DNP, BSN, RN
Nursing Faculty
Doctor of Nursing Practice, University of Michigan
Bachelor of Science in Nursing, University of Michigan

Brooke Eisele, MSN, RN
Nursing Faculty
Master of Science in Nursing, Chamberlain University
Bachelor of Science in Nursing, Chamberlain University

Sarah Esch, MSN, AGACNP-BC
Nursing Adjunct
Women's Health Nurse Practitioner, Kent State University
Master of Science in Nursing, Walden University
Associate of Applied Science, Schoolcraft College

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

Angela Gogolowski, DNP, RN-CNE
Nursing Faculty
Doctor of Nursing Practice, Madonna University
Master of Science in Nursing, 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

Olivia Harper, MSN, RN
Nursing Adjunct
Master of Science in Nursing, Vanderbilt University
Bachelor of Arts, University of Michigan

Alexandria Harrison, DNP, MSN, RN
Nursing Adjunct
Doctor of Nursing Practice, University of Detroit Mercy
Master of Science in Nursing, University of Detroit Mercy
Bachelor of Science in Nursing, University of Detroit Mercy

Delores Harrison, MSN, RN
Nursing Adjunct
Master of Science in Nursing, University of Phoenix
Bachelor of Science in Nursing, University of Phoenix

Teeka Hayes, MSN, RN
Nursing Adjunct
Master of Science in Nursing, Chamberlain University
Associate Degree in Nursing, Hondros College of Nursing

Rachelle M. Hecht, MS, BS
Gen Ed Adjunct
Master of Science in Pharmacology, University of Michigan
Masters of Science in Biology, University of Michigan
Bachelor of Science in Molecular Biology & Medical Technology, University of Michigan

Farah Idriss, MEd, BA
Gen Ed Adjunct
Master of Education - Tech and Instructional Design, Western Governors University
Bachelor of Arts in English, University of Michigan

Laura James, MA, BA
Gen Ed Adjunct
Master of Arts in Teaching in Secondary Education, Wayne State University
Bachelor of Arts in Mathematics, Oakland University

Ashley Jennings, DNP, MSN-Ed, RN
Nursing Adjunct
Doctor of Nursing Practice, Chamberlain University
Master of Science in Nursing: Nursing Education, Aspen University

Theresa Johnson, DNP, MS, RN, FNP-BC
Nursing Faculty
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

Michelle Kendricks, PhD, MSN, BSN, RN
Nursing Adjunct
Doctor of Philosophy in Education, Capella University
Master of Science in Nursing, Eastern Michigan University
Bachelor of Science in Nursing, Eastern Michigan University

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
Associate Degree of Nursing, Washtenaw Community College

Mary Lee, PhD
Gen Ed Adjunct
Doctor of Philosophy in Molecular and Developmental Biology, University of Cincinnati
Master of Science in Biology, Ball State University

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

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

Olivia Matti, MSN, RN
Nursing Adjunct
Master of Science in Nursing, Chamberlain University
Bachelor of Science in Nursing, Wayne State 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

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

Angelique Moore, MSN-FNP, RN
Nursing Faculty
Master of Science in Nursing - Family Nurse Practitioner, South University
Bachelor of Science in Nursing, Wayne State University

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

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

Shante Page, MSN, RN
Nursing Adjunct
Master of Science in Nursing, Western Michigan University
Bachelor of Science in Nursing, Walden University

Miriam Parchaman, MSN-Ed, BSN, RN
Nursing Adjunct
Masters of Science in Nursing Education, University of Phoenix
Bachelor of Science in Nursing, University of Phoenix

Zareh Payaslian, MA
Gen Ed Adjunct
Master of Arts in Political Science, George Washington University
Bachelor of Arts in History, Wayne State University

Kimberly Plater, MSN-Ed, RN
Nursing Adjunct
Master of Science in Nursing Education, University of Detroit Mercy
Bachelor of Science in Nursing , Oakland University

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 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

Kinjal Talati, DNP, ACNP-BC, FNP-BC
Nursing Adjunct
Doctorate of Nursing Practice, Wayne State University
Bachelors of Science in Nursing, Madonna University

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, MSN, BSN, RN
Nursing Adjunct
Master of Science in Nursing, University of Phoenix
Bachelor of Science in Nursing, University of Detroit

Denajah Tyler, MSN-PMHNP, RN
Nursing Adjunct
Master of Science in Nursing - Psych Mental Health Nurse Practitioner, Purdue Global University
Bachelor of Science in Nursing, Capella University

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

Katherine Wallace, MSN, RN
Nursing Adjunct
Master of Science in Nursing, Southern New Hampshire University
Bachelor of Science in Nursing, Oakland University

Lawrence Weiss, DC, MS
Gen Ed Adjunct
Doctor of Chiropractic, Life College
Master of Science in Human Anatomy & Physiology Instruction, Northeast College of Health Sciences

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

Jordyn Zapinski, MSN, RN
Nursing Adjunct
Master of Science in Nursing, Saginaw Valley State University
Bachelor of Science in Nursing, Saginaw Valley State University

Staff

Cydney Andrew
Academic Support Coordinator

Jasmine Hardwick
Academic Records Coordinator

Allison Helwig
Student Achievement Manager

Sarah Knight
Academic Records Manager

Dana Levitan
Student Achievement Coach

Nathan Scott
Clinical Coordinator

Carrie Ziulkowski
Student Achievment Coach

St. Louis Campus

Administration

Lanette Stuckey, PhD, MBA-HM, MSN, RN
Assistant Campus President
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

Sonja Mullink, DNP, MSN-Ed, RN, CNE
Dean of Nursing
Doctor of Nursing Practice - Educational Leadership, Chamberlain University
Master of Science in Nursing Education, Western Governors University
Bachelor of Science in Nursing , Chamberlain 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

Abbey Dickinson, MSN-Ed, BSN
Nursing Lab Manager
Master of Science in Nursing Education, Western Governors University
Bachelor of Science in Nursing, University of Central Missouri

Faculty

Tamara Abou-Antoun, PhD
Gen Ed Faculty
Doctor of Philosophy in Biomedical Sciences, George Washington University

Elizabeth Arroyo, EdD, MSN, RN
Nursing Adjunct
Doctor of Education, Capella University
Master of Science in Nursing, Capella University
Bachelor of Science in Nursing, Southeastern 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

Aja Conard, MSN, RN
Nursing Faculty
Master of Science in Nursing, Central Methodist University
Bachelor of Science in Nursing, Central Methodist University

Lorna Deardeuff, DNP, MSN-Ed, RN
Nursing Adjunct
Doctor of Nursing Practice, Arkansas State University
Master of Science in Nursing Education, Saint Joseph's College of Maine
Associates in Nursing, Lincoln University of Missouri

Abigail Dickherber, MSN
Nursing Faculty
Master of Science in Nursing - Nurse Educator, Southern New Hampshire University
Bachelor of Science in Nursing, Quincy University

Luis Espinoza, PhD
Gen Ed Adjunct
Doctor of Philosophy in Sociology, Texas Women's University
Master of Science in Applied Criminology, East Texas A&M University
Master of Public Health in Epidemiology, University of North Texas Health Science Center
Master of Science in Biology, University of Texas-Rio Grande Valley

Ebony Fisher, MSN, RN
Nursing Adjunct
Master of Science in Nursing, Walden University
Bachelor of Science in Nursing, Southeast Missouri State University
Bachelor of Science in Nursing Quincy University

Tara Graham, DNP, RN
Nursing Adjunct
Doctor of Nursing Practice, Carlow University
Master of Science in Nursing, University of Pittsburgh
Bachelor of Science in Nursing, West Chester University of Pennsylvania

DeAnna Harper-Williams, MSN, RN
Nursing Faculty
Master of Science in Nursing, Saint Louis University
Bachelor of Arts in Women's and Gender Studies, Vanderbilt University

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

Craig Hill, PhD
Gen Ed Adjunct
Doctor of Philosophy in Biology, Saint Louis University
Bachelor of Science in Biology, University of Missouri-St. Louis

Aimee Jokerst, DC, BS
Gen Ed Adjunct
Doctor of Chiropractic, Logan College of Chiropractic
Bachelor of Science in Human Biology, Logan College of Chiropractic

John "Michael" Leger, PhD, MSN, RN
Nursing Adjunct
Doctor of Philosophy in Nursing, The University of Texas
Bachelor of Science in Nursing, The University of Texas

Katrina Marnin, Ed.D., MS
Gen Ed Adjunct
Doctor of Education in Health Professions Education, Logan University
Master of Science in Organization Management , Russell Sage College
Bachelor of Science in English, State University of New York Oneonta

Kayode Matthew, MPH
Gen Ed Adjunct
Master of Public Health, Epidemiology/ Biostats, Washington University, St. Louis
Doctor of Medicine, 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, MSEd, BA
Gen Ad 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 Adjunct
Master of Science in Nursing Education, Chamberlain University
Bachelor of Science in Nursing, Chamberlain University

Nicole Stewart, PsyD, MA
Gen Ed Adjunct
Doctor of Psychology, Clinical Psychology, Carlos Albizu University
Master of Science in Psychology, Carlos Albizu University
Master of Arts in Clinical Psychology, Pepperdine University

Heather Tille, MSN, RN
Nursing Adjunct
Master of Science in Nursing, Webster University
Bachelor of Science in Nursing, University of Missouri-St. Louis

Tiffany Wagner, DNP, MSN-Ed, RN
Nursing Adjunct
Doctor of Nursing Practice - Healthcare Leadership, Chamberlain University
Master of Science in Nursing Education, University of Phoenix
Bachelor of Science in Nursing , University of Phoenix

Staff

Anna Drebes
Academic Records Manager

Megan Kaiser
Clinical Coordinator

Dasia Travis
Academic Support Coordinator

Kirk Washington
Student Achievement Coach

Tampa Campus

Administration

Lisa Cantlebary, 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

Lisa Pongratz, MSN-Ed, RN
Assistant Dean of Nursing
Master of Science in Nursing Education, Chamberlain University
Bachelor of Science in Nursing, Gannon University

Frances Carreras, MEd
Dean Of General Education
Master of Education, University of South Florida
Bachelor of Arts, University of South Florida

Tara Augustine, MBA
Senior Executive Director of Enrollment Services
Master of Business Administration, Strayer University
Bachelor of Business Administration, Strayer University

Elizabeth Firmstone, BA
Director of Financial Aid
Bachelor of Arts in Biology, University of Tampa

Michelle Evans, MSN, RN
Nursing 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

Faculty

Shanequa Banks, MS
Gen Ed Adjunct
Master of Science in Psychology, University of Phoenix
Bachelor of Arts in Sociology, University of Florida

Stacy Besse, MSN, APRN, FNP-C
Nursing Adjunct
Master of Science in Nursing, University of South Florida
Bachelor of Science in Nursing, Chamberlain University

Michelle Brandt, DNP
Nursing Adjunct
Doctor of Nursing Practice, Herzing University
Master of Science in Nursing, University of Phoenix
Bachelor of Science in Nursing, University of Wisconsin

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

Dawn Chui, MSN
Nursing Adjunct
Master of Science in Nursing, University of South Alabama
Associate of Applied Science, Galen College of Nursing

Angel Cruz, MD
Gen Ed Faculty
Doctor of Medicine, University Iberoamericana Unibe
Bachelor of Science: Biology, University Interamericana of Puerto Rico

Lisa Daniels, MSN
Nursing Adjunct
Master of Science in Nursing, Chamberlain University
Bachelor of Science in Nursing, University of South Florida

Katie Deemer, MSN, RN
Nursing Adjunct
Master of Science in Nursing , Johns Hopkins University
Bachelor of Science in Nursing, Norwich University

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

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

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

William Harrell, MSN, RN
Nursing Adjunct
Master of Science in Nursing , Aspen University
Bachelor of Science in Nursing, Chamberlin University

Carol Henry, DNP,RN
Nursing Adjunct
Doctor of Nursing Practice, University of North Florida
Master of Science in Nursing , University of South Florida
Bachelor of Science in Nursing, University of South Florida

Kerine Hinds, MSN, RN
Nursing Faculty
Master of Science in Nursing, University of Memphis
Bachelor of Science, Andrews University

Aysun Jestila (Blass), MSN
Nursing Adjunct
Master of Science in Nursing, Capella University

Jackie Jones, DNP
Nursing Adjunct
Doctor of Nursing Practice, Walden University
Master of Science in Nursing, University of Phoenix

Jacqueline Kimball, FNP-C, MSN
Nursing Adjunct
Master of Science in Nursing & Family Practice, Governors State University
Bachelor of Science in Nursing, Saint Xavier University

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, MS
Gen Ed Adjunct
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

Isabel Lozano, MSN, RN
Nursing Faculty
Master of Science: Education,
Sabal College
Bachelor of Science: Nursing,
Grand Canyon University

Lauren Mingari, MSN, RN
Nursing Faculty
Master of Science in Nursing, Walden University
Bachelor of Science in Nursing, Rasmussen University

Amber Moreland-Holmes, DNP
Nursing Adjunct
Doctor of Nursing Practice, University of Florida
Bachelor of Science in Nursing, University of Florida

Ray Moss Jr., DPA, MS, BS
Gen Ed Adjunct
Doctor of Public Administration, Capella University
Master of Science, University of Phoenix
Bachelor of Science, Madonna University

Estella Neizer-Ashun, DNP
Nursing Faculty
Doctor of Nursing Practice, University of Cincinnati
Master of Nursing, University of Washington

Jo-Andra Payne, MSN, RN
Nursing Adjunct
Master of Science in Nursing, Nova Southeastern University
Bachelor of Science in Nursing, Galen College of Nursing

Shannon Porterfield, MSN, BSN, RN
Nursing Faculty
Master of Science in Nursing: Nursing Education,
Western Governors University
Bachelor of Science in Nursing,
Rasmussen University

Melanie Scala , MSN,RN
Nursing Adjunct
Master of Science in Nursing, Florida Southern College
Bachelor of Science in Nursing,
Rassmussen University

Carlton Scott, BSN, RN
Nursing Adjunct
Bachelor of Science: Nursing,
Florida Gulf Coast University
Masters of Arts, University of South Florida

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

Nancy Taylor, MSN
Nursing Adjunct
Master of Science in Nursing, Sabal College
Bachelor of Science in Nursing, Augusta University

Pat Tran, DNP
Nursing Faculty
Doctor of Nursing Practice, South University
Master of Science in Nursing, South University

Alexis Ulseth, MA, MS
Gen Ed Adjunct
Master of Science in Chemistry, Grand Canyon University
Master of Arts in Teaching,
University of South Florida
Bachelor of Science in Chemistry,
University of Florida

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 Biochemisty & 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, Grand Canyon University
Bachelor of Science, Florida Southern College

Staff

Nicole Brown
Clinical Coordinator

Adam Licata-Tamayo
Academic Support Coordinator

Abdul Roux
Student Achievement Coach

Sumita Sarkar
Academic Records Manager

Alycia Tucker
Student Achievement Coach

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 Affairs, Eastern Washington University

Heidi Fuchser, MBA
VP, Enrollment Services
Master of Business Administration, University of Phoenix

Emily Canale, DNP, NP-C, RN, CNE, CHEP
Interim Dean of Nursing
Doctor of Nursing Practice, Post University
Master of Science in Nursing - Family Nurse Practitioner, State University of New York-Upstate Medical University
Bachelor of Science in Nursing, State University of New York-Upstate Medical University

Lisa Rodriquez-Aviles, DNP
Assistant Dean of Nursing
Doctor of Nursing Practice, University of Phoenix
Master of Science in Nursing, University of Phoenix
Bachelor of Science in Nursing, University of Phoenix

Parveen Shaik, MBA, BS
Dean of General Education
Master of Business Administration, Grand Canyon University
Bachelor of Science in Microbiology, Acharya Nagarjuna 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

Danielle Leach, MSN-Ed, RNC-NIC, CNE, CHEP
Nursing Lab Manager
Master of Science in Nursing: Nursing Education, Western Governors University
Bachelor of Science in Nursing, Arizona State University
Bachelor of Arts in Psychology, Indiana University

Jeff Jones, BA
Director of Financial Aid
Bachelor of Arts in Liberal Arts, Argosy University

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, 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, Post University-American Sentinel College of Nursing
Bachelor of Science in Nursing, Post University-American Sentinel College of Nursing

Cynthia Ambrocio, MSN, RN
Nursing Faculty
Master of Science in Nursing, Grand Canyon University
Bachelor of Science in Nursing, Arizona College - Mesa Campus

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

Taylor Aragon, MSN, RN
Nursing Adjunct
Master of Science in Nursing, Chamberlain University
Bachelor of Science in Nursing, Chamberlain University

Emily Austin, MSN, RN
Nursing Adjunct
Master of Science in Nursing, Arizona State University
Bachelor of Science in Nursing, Arizona State University

Omar Barba, MSN-Ed, RN
Nursing Adjunct
Master of Science in Nursing, 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
Bachelor of Science in Nursing, 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, MS
Gen Ed Adjunct
Masters of Science in Psychology, Grand Canyon University
Bachelor of Science in Psychology and Criminal Justice, University of Evansville

Karen Bronze, MSN, RN, APHON, CPN
Nursing Adjunct
Master of Science in Nursing, Chamberlain University
Bachelor of Science in Nursing, Grand Canyon University
Associate of Applied Science in Nursing, Chattanooga State Community College

Sonia Bucknor, MSN, RN, CPNP, CNEcl
Nursing Faculty
Master of Science in Nursing, Arizona State University
Bachelor of Science in Nursing, Southern Adventist University

David Bunzell, MSN-Ed, BSN, RN
Nursing Faculty
Master of Science in Nursing Education, Grand Canyon University
Bachelor of Science in Nursing, Grand Canyon University

Brittney Cantino, MSN, RN
Nursing Adjunct
Master of Science in Nursing, Arizona State University
Bachelor of Science in Nursing, Arizona State University

Louie Catabay, MSN-LHS, RN
Nursing Faculty
Master of Science in Nursing Leadership in Health Care Systems, Grand Canyon University
Bachelor of Science in Nursing, Grand Canyon University

Kristie Ceccarelli, MSN, RN, C-EFM
Nursing Adjunct
Master of Science in Nursing, Western Governors University
Bachelor of Science in Nursing, College of Mount Saint Vincent

Amber Cenzano, MSN, BSN, RN
Nursing Adjunct
Master of Science in Nursing, Grand Canyon University
Bachelor of Science in Nursing, Grand Canyon University

Emily Chaffin, MA
Gen Ed Adjunct
Master of Arts in English, Arkansas State University
Bachelor of Arts in English, Faulkner University

Jaqueline Conley, MSN
Nursing Adjunct
Master of Science in Nursing, Brookline College
Bachelor of Science in Nursing, Brookline College

Beverly Copoulos, MSN, RN-BC, CCRN
Nursing Adjunct
Master of Science in Nursing, University of Phoenix

Daniel Couch, MSN, RN, AGPCNP-BC
Nursing Faculty
Master of Science in Nursing - Adult-Gerontology Primary Care NP, Vanderbilt University
Associate in Applied Science in Nursing Calhoun Community College

Shawna Crippen, BSN, RN
Skills Lab Assistant
Bachelor of Science in Nursing, Arizona College of Nursing

Amanda Curtsinger, DNP, BSN
Nursing Adjunct
Doctor of Nursing Practice: BSN to DNP, Capella University
Bachelor of Science in Nursing, Bellarmine University

Maria Danielyan-Kisin, MSN, RN, CCRN
Nursing Faculty
Master of Science in Nursing, University of Phoenix
Bachelor of Science in Nursing, University of Phoenix
Associate Degree in Science, Registered Nursing, Pasadena City College

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

Alexandra DeLaCruz, MSN
Nursing Adjunct
Master of Science in Nursing, Grand Canyon University
Bachelor of Science in Health Care Administration, Grand Canyon University
Associate in Applied Science in Nursing, Gateway Community 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
Bachelor of Science in Nursing, Grand Canyon 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

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

Sarah Fry, MS
Gen Ed Adjunct
Master of Science in Biology Education, Grand Canyon University
Bachelor of Science in Biology Pre-Medicine, Grand Canyon University

Heather Gainor, MSN
Virtual Simulation Adjunct
Master of Science in Nursing, Indiana Wesleyan University
Bachelor of Science in Nursing, University of Cincinnati

Lacy Garth, DNP
Nursing Adjunct
Doctor of Nursing Practice, Walden 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

Kristen Haala, MSN, RN
Nursing Faculty
Master of Science in Nursing, Western Governors University
Bachelor of Science in Nursing, Minnesota State University

Chad Harper, PhD
Gen Ed Faculty
Doctor of Philosophy in General Psychology, Grand Canyon University
Master of Science in Psychology, Grand Canyon 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 Adjunct
Master of Fine Arts in Writing, Sarah Lawrence College
Bachelor of Arts in English, University of California

Carol 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 College

Mindy Jaggers, MSN, RN
Nursing Adjunct
Master of Science in Nursing: Acute Care Nurse Practitioner, Grand Canyon University
Bachelor of Science in Nursing, Northern Arizona 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, CCCTM, CHPN
Virtual Simulation Adjunct
Doctor of Education in Curriculum and Instruction, Boise State University
Master of Science in Nursing, Idaho State University
Bachelor of Science in Nursing, Boise State University

Kelsey Joy, MSN-Ed, RN
Nursing Adjunct
Master of Science in Nursing: Nursing Education, Grand Canyon University
Bachelor of Science in Nursing, Chamberlain University

Brooke Kalamen, MSN-Ed, RN
Nursing Faculty
Master of Science in Nursing: Nursing Education, Walden University
Bachelor of Science in Nursing, Arizona College of Nursing

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

Marissa King, BSN, RN
Skills Lab Assistant
Bachelor of Science in Nursing, Arizona College of Nursing

Kassandra Kopp, MSN-Ed, APRN, FNP-C
Nursing Adjunct
Master of Science in Nursing Education, Grand Canyon University

Maria Kuhel, MSN, RN
Nursing Adjunct
Master of Science Nursing, Leadership & Education, Northwest Nazarene University
Associate in Applied Science in Nursing, Maricopa Community Colleges

Jenna LaRosa, MSN, RN
Nursing Adjunct
Master of Science in Nursing Education, Aspen University
Bachelor of Science in Nursing, Florida Southwestern State College

Alexander Leasure, MA
Gen Ed Adjunct
Master of Arts in Political Science - American Politics, Georgia State University
Bachelor of Arts in Political Science - American Studies, Erskine College

Megan Leonard, MSN, RN
Nursing Adjunct
Master of Science in Nursing: Public Health, Grand Canyon University
Bachelor of Science in Nursing, Grand Canyon 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

Debbie Louis, MSN, RN
Nursing Adjunct
Master of Science in Nursing: Forensic Nursing, Aspen University
Bachelor of Science in Nursing, Aspen University

Lindsay Lutes, MSN-Ed, RN
Nursing Adjunct
Master of Science in Nursing Education, Grand Canyon University
Bachelor of Science in Nursing, Aspen University

Valerie MacPherson-Collins, MSN-Ed, APRN, FNP-C, FNP-BC, CNEcl
Nursing Adjunct
Master of Science in Nursing Education, Grand Canyon University
Master of Science in Forensic Nursing, Aspen University
Associate in Applied Science in Nursing, Maricopa Community Colleges

Allie Madsen, MSN, RN
Nursing Adjunct
Master of Science in Nursing, Western Governors University
Bachelor of Science in Nursing, Mercy College of Health Sciences

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
Associate of Science in Nursing, Carrington College-Reno

Dee McCaffrey, MS
Gen Ed Adjunct
Master of Science in Nutrition and Integrative Health, Maryland University of Integrative Health

Jeremey McDevitt, MSN-L, RN, CHEP
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

Shelley Meyers, MSN, RN
Nursing Adjunct
Master of Science in Nursing, Oklahoma Wesleyan University
Bachelor of Science in Nursing, Oklahoma Wesleyan University

Jeian Miguel, BSN, RN
Skills Lab Assistant
Bachelor of Science in Nursing, Arizona College of Nursing

Jenna Minjarez, MSN-L, RN
Nursing Adjunct
Master of Science in Nursing Leadership in Health Care Systems, Grand Canyon University
Bachelor of Science in Nursing, The University of Texas at Arlington

Brinn Mitchell, DNP, MSN, RN
Nursing Adjunct
Doctor of Nursing Practice, Northern Kentucky University
Master of Science in Nursing Leadership & Management, Western Governors University
Bachelor of Science in Nursing Westminster 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, Maricopa Community Colleges

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

Christine Murphy, PhD
Gen Ed Adjunct
Doctor of Philosophy in General Psychology, Grand Canyon University
Master of Business Administration, Maryville University

Kaaydah Nangle, MSN, AGACNP-C
Nursing Adjunct
Master of Science in Nursing in Adult Gerontology Acute Care Nurse Practioner, Herzing University
Bachelor of Science in Nursing, Mercy College of Health Sciences
Associate of Science in Nursing, Mercy College of Health Sciences

Dawn Nazario, MSN, RN
Nursing Adjunct
Master of Science in Nursing, Western Governors University
Bachelor of Science in Nursing, Western Governors University

Erin Nelson, MSN-Ed, RN
Nursing Adjunct
Master of Science in Nursing Education, Grand Canyon University
Associate of Applied Science in Nursing, Maricopa Community Colleges

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, MSN, RN
Nursing Adjunct
Master of Science in Nursing Education, Arizona State University
Master of Social Work, University of Illinois
Bachelor of Science in Nursing, Grand Canyon University

Meghan Ohlson, MSN, RN
Nursing Adjunct
Master of Science in Nursing, University of Phoenix
Bachelor of Science in Nursing, Grand Canyon University

Theresa Ojoye, DNP, PMHNP, MSN-Ed, RN
Nursing Adjunct
Doctor of Nursing Practice, Arkansas State University
Master of Science in 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
Associates in Applied Science in Nursing, Mesa Community College

Erlinda Pastor, BSN, RN
Skills Lab Assistant
Bachelor of Science in Nursing, University of Phoenix

Cristy Pastore, MSN, RN
Nursing Adjunct
Master of Science in Nursing, Western Governors University
Bachelor of Science in Nursing, Western Governors University

Adam Perez, PMHNP-BC, RN
Nursing Adjunct
Master of Science in Nursing, Walden University
Bachelor of Science in Nursing, Brookline College

Ruth Persaud, MEd, BSN, RN
Nursing Faculty
Master of Education in Health Professionals Education, University of Ottawa
Bachelor of Science in Nursing, University of Ottawa

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, Brookline College
Bachelor of Science in Nursing, Brookline College

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
Bachelor of Science in Nursing, Arizona State University

Tarakeshwar Pilarisetty, PhD
Gen Ed Adjunct
Doctor of Philosophy in Chemistry, Indian Institute of Technology
Master of Science in Chemistry, University of Roorkee

Kimberly Poole, MS
Science Lab Assistant
Master of Science in Poultry Science, The University of Georgia
Bachelor of Science in Biology, Purdue University

Rebecca Powers, MSN, FNP-BC
Nursing Adjunct
Master of Science in Nursing, Olivet Nazarene University
Bachelor of Science in Nursing, Purdue University

Julie Pugliese, MSN, FNP-C
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

Kevin Ramos, BSN, RN
Skills Lab Assistant
Bachelor of Science in Nursing, Arizona College of Nursing

Rowena Ramos, MSN, RN, FNP-BC
Nursing Adjunct
Master of Science in Nursing: Family Nurse Practitioner, Grand Canyon University
Bachelor of Science in Nursing, San Juan de Dios Educational Foundation

Arlly 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, PMHNP, APRN, FNP-C
Nursing Adjunct
Master of Science in Nursing: Family Nurse Practitioner, Walden University
Associate in Applied Science in Nursing, Mesa Community College

Marion Rogers
Gen Ed Adjunct
Master of Applied Social Sciences - Political Science, Florida A&M University
Bachelor of Science in Political Science, Florida A&M University

Janelle Roscoe, EdD, MSN, RN
Nursing Adjunct
Doctor of Education, Grand Canyon University
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
Nursing Adjunct
Master of Science in Nursing: Nursing Education, Grand Canyon University
Bachelor of Science in Nursing, Tamil Nadu MGR Medical University

Diana Sanchez, MSN, RN
Nursing Adjunct
Master of Science in Nursing, Arizona State 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

Amy Skaalen, MSN, RN, CNE
Nursing Adjunct
Master of Science in Nursing, Western Governors University
Bachelor of Science in Nursing, Grand Canyon University
Associate in Applied Science in Nursing, Glendale Community College

Jennifer Sliwa, MS
Gen Ed Adjunct
Master of Science in Psychology, University of Phoenix
Bachelor of Science in Education: Elementary, University of Phoenix

Odet Snyder, BSN, RN
Skills Lab Assistant
Bachelor of Science in Nursing, Arizona College of Nursing

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

Tori Stewart, MSN, RN
Nursing Adjunct
Master of Science in Nursing, Colorado Technical University
Bachelor of Science in Nursing, Colorado Technical College

Alisa Joy Summers, NMD
Gen Ed Adjunct
Doctor of Naturopathic Medicine, Sonoran University of Health Sciences

Dinez Swanson, DNP, MSN, RN
Virtual Simulation 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
Bachelor of Science in Nursing, Grand Canyon University

Candice Thomas, MS, BA
Gen Ed Adjunct
Master of Science, Educational Counseling, National University
Bachelor of Arts in Liberal Studies: Diversified (Paraprofessional), University of the Pacific

Jennifer Tudor, MSN, RN
Nursing Adjunct
Master of Science in Nursing, Brookline College
Bachelor of Science in Nursing, Brookline College

Oana (Mia) Vadineanu, MSN, RN
Nursing Adjunct
Master of Science in Generalist Nursing, DePaul University
Bachelor of Science in Biology & Psychology, Northeastern Illinois University

Alex Valdez, BSN, RN
Skills Lab Assistant
Bachelor of Science in Nursing, Arizona College of Nursing

Paige Valles, MSN-Ed, RN
Nursing Adjunct
Master of Science in Nursing Education, Grand Canyon University
Bachelor of Science in Nursing, Northern Arizona 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

Rachel Vogel, MSN-Ed, RN
Nursing Adjunct
Master of Science in Nursing Education, Grand Canyon University
Bachelor of Science in Nursing, Arizona State University

Janice (Karina) Weber, MSN-L, RN
Nursing Adjunct
Master of Science in Nursing - Leadership in Healthcare Systems, Grand Canyon University
Bachelor of Arts in Psychology, Arizona State University
Associate in Applied Science in Nursing, Maricopa Community Colleges

Katherine West, MSN, RN
Nursing Faculty
Master of Science in Nursing, Arizona State University
Bachelor of Science in Community Health, Arizona State University

Mackenzie Whitten, MSN-Ed, RN
Nursing Adjunct
Master of Science in Nursing Education, University of Phoenix
Bachelor of Science in Nursing, Creighton University
Bachelor of Science in General Studies, Southern Utah University

Michele Wildner-Jimenez, MSN-Ed, RN, CMSRN
Nursing Adjunct
Master of Science in Nursing Education, Grand Canyon University
Associate in Applied Science in Nursing, Pima Medical Institute

Katie Wilson, MSN, RN
Nursing Adjunct
Master of Science in Nursing, Chamberlain University
Bachelor of Science in Nursing, Ottawa University

Kayla Worley, DNP, APRN, FNP-BC
Nursing Faculty
Doctor of Nursing Practice, University of St. Francis
Master of Science in Nursing, University of St. Francis
Bachelor of Science in Nursing, Illinois Wesleyan University
Bachelor of Science in Counseling and Clinical Applied Psychological Sciences, Arizona State University

Joelle Yamada, MSN-Ed, RN
Nursing Adjunct
Master of Science in Nursing, Western Governors University
Bachelor of Science in Nursing, Northern Arizona University

Vicky Zimmer, MSN-Ed, RN
Nursing Adjunct
Master of Science in Nursing Education, Western Governors University
Bachelor of Science in Nursing, Western Governors University

Staff

Selena Aguilar
Academic Records Coordinator

Tyler Brackett
Student Achievement Coach

Amber Dorn
Academic Records Manager

Cheyenne Eggers
Student Achievement Manager

Dary Hak
Clinical Coordinator

Barbara Heite
Student Achievement Coach

Monica Kaminski
Academic Support Coordinator

Lauren Kersey
Academic Records Coordinator

Robert Sample
Student Achievement Coach

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

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

Adam Bustamante, BSM
Executive Director of Enrollment Services
Bachelor of Science in Business Management/Marketing, University of Phoenix

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

Faculty

Kaitlyn Altuzarra, DNP, FNP-BC
Nursing Faculty
Doctor of Nursing Practice - Family Nurse Practitioner, Oregon Health & Science University
Bachelor of Science in Nursing, University of Utah

Moriah Amaya, MSN, RN
Nursing Adjunct
Master of Science in Nursing, Sacred Heart University
Bachelor of Science in Nursing, Grand Canyon University

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

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 Adjunct
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

Sara Burr, MSN, CSM, RNC-OB
Nursing Adjunct
Master of Science in Nursing, Frontier Nursing University
Bachelor of Science in Nursing, Arizona State University

Amanda Carter, DNP, RN
Nursing Adjunct
Doctor of Nursing in Educational Leadership, Post University
Master of Science in Nursing, Olivet Nazarene University
Bachelor of Science in Nursing, Rockford University

Sergio Castrezana, PhD
Gen Ed Faculty
Doctor of Philosophy in Ecology & Evolutionary Biology, University of Arizona
Master of Science in Conservation, Ecology, & Natural Resources, Monterey Institute of Technology

Sherry Cazares, MSN, RN, CNS
Nursing Adjunct
Master of Science in Nursing, Liberty University
Bachelor of Science in Nursing, University of Phoenix

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

Wendy Clark, EdD
Gen Ed Adjunct
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

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

Taylor Colondres, MSN, RN
Nursing Adjunct
Master of Science in Nursing, University of Arizona
Bachelor of Science in Public Health, University of Arizona

Katherine Cuddy, MEd
Nursing Adjunct
Master of Education in School Nurse Education,
Cambridge College
Bachelor of Science in Nursing,
St. Joseph's College

Kelly Cupell, MPH
Gen Ed Adjunct
Master of Public Health, University of Arizona
Bachelor of Arts in German, 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

Leila Darbouze, MSN, RN
Nursing Adjunct
Master of Science in Nursing, University of Arizona
Professional Science Master in Applied Biosciences, University of Arizona
Bachelor of Science in Physiology, University of Arizona

Michelle Evans, MEd
Gen Ed Adjunct
Master of Education in Education 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 Adjunct
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

Deborah Holt, MS
Gen Ed Adjunct
Master of Science in Mathematics, George Mason University
Bachelor of Arts in Mathematics, University of Virginia

Brenda Holzer, MS
Gen Ed Adjunct
Master of Science in Nutrition & Food Science, Auburn University
Bachelor of Science in Agriculture, University of Arizona

Heather Johnson, MSN-Ed, RN
Nursing Adjunct
Master of Science in Nursing Education, Grand Canyon University
Bachelor of Science in Nursing, Grand Canyon University

Kelly Kingsbury (Shamer), MSN, RN
Nursing Adjunct
Master of Science in Nursing, University of Maryland

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

Robert Labowitz, MSN, RN
Nursing Adjunct
Master of Science in Nursing Leadership and Management, Western Governors University
Bachelor of Science in Nursing, Chamberlain University

Melanie Larson, MSN, RN
Nursing Adjunct
Master of Science in Nursing, Aspen University
Bachelor of Science in Nursing, Brigham Young University Idaho

Melody Martinez, PMHNP-BC
Nursing Adjunct
Post-Master's Certificate, Psychiatric Mental Health Nurse Practitioner, Herzing University
Master of Science in Nursing, University of Arizona
Bachelor of Science, University of Arizona

Jared McHughes, MSN-Ed, RN
Nursing Adjunct
Master of Science in Nursing: Nursing Education, Univerity of Phoenix
Bachelor of Science in Nursing, Grand Canyon University

Jennifer Miranda, MBA, MSN, RN
Nursing Adjunct
Master of Business Administration, Colorado Technical University
Master of Science in Nursing, State University of New Paltz
Bachelor of Science in Nursing, University of Santo Tomas

Jamie Moskowitz, MSN-Ed, RN, APRN, AGACNP-BC
Nursing Faculty
Adult-Gerontology Acute Care Nurse Practitioner Post-Master's Certificate, University of Arizona
Master of Science in Nursing Education, Western Governors University
Bachelor of Science in Nursing, Northern Arizona University

Lisa Myers, MSN, RN, CCRN
Nursing Adjunct
Master of Science in Nursing, University of Arizona
Associate of Applied Science in Nursing, Pima Community College

Kate Polga, MFA
Gen Ed Adjunct
Master of Fine Arts in Creative Writing, Emerson College
Bachelor of Arts in English, Hobart and William Smith College

Russell Robinson, DNP, MSN-Ed, RN
Nursing Part-Time Faculty
Doctor of Nursing Practice, Regis College
Master of Science in Nursing Education, Northeastern State University
Bachelor of Science in Nursing, Southwestern Oklahoma State University

Wendy Savarese, MSN, RN
Nursing Faculty
Master of Science in Nursing, Yale University
Bachelor of Science in Nursing, Curry College

Lauren Shehorn, PhD, RN
Nursing Adjunct
Doctor of Philosophy in Nursing, University of Arizona
Bachelor of Science in Nursing, 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 Family Studies and Human Development, University of Arizona

Machelle Strand, MSN
Gen Ed Adjunct
Master of Science in Nursing, University of Phoenix
Associate in Arts in RN Nursing, Pasadena City College

Victoria Towers, PhD, DNP
Gen Ed Adjunct
Doctor of Philosophy in Nursing, University of Arizona
Doctor of Nursing Practice, University of Arizona
Master of Science in Nursing, University of Arizona
Bachelor of Science in Nursing, University of Arizona

Rhonda Valenton, MA
Gen Ed Adjunct
Master of Arts in Elementary & Secondary Education, University of California, Irvine
Bachelor of Science in Biochemistry, University of California, Riverside

Melissa Williams, DNP, RN, CPN
Nursing Adjunct
Doctor of Nursing Practice in Educational Leadership, American Sentinel University
Master of Science in Nursing, University of Phoenix
Bachelor of Science in Nursing, Grand Canyon University

Christy Wood, DNP
Nursing Adjunct
Doctor of Nursing Practice, Creighton University
Master of Science in Nursing, Creighton University
Bachelor of Science in Nursing, The University of Oklahoma Health Sciences Center

Staff

Ashley Book
Clinical Coordinator

Wendy Clark
Student Achievement Manager

Samantha Cocanour
Student Achievement Coach

Alexia Ferranti
Academic Records Coordinator

Emma Johnson
Academic Support Coordinator

Korina Quinlan
Academic Records Manager

Anthony Wright
Student Achievement Coach



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

Arlington Campus
2800 Crystal Dr. Suite 600
Arlington, VA 22202

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
(855) 706-8382

Catalog No. 26
Original publication date: January 1, 2026
Current publication date: October 23, 2026