

STATE OF NEBRASKA
COORDINATING COMMISSION FOR POSTSECONDARY EDUCATION

**APPLICATION FOR A RECURRENT AUTHORIZATION TO OPERATE A
POSTSECONDARY INSTITUTION IN NEBRASKA**

For Institutions Applying to Offer One or More Courses or Programs

Date: 2/1/2021

Name of Institution: Arizona College of Nursing

Street Address: 2510 W. Dunlap Suite 290

City/State/Zip Code: Phoenix, Arizona 85021

Name of Owner of Institution: Eduvision, Inc dba Arizona College

Owner's Mailing Address (if different from above):

Name of Contact person: Matthew Egan

Title: Vice President of Regulatory Affairs

Telephone Number: 602-759-2279

Fax Number:

E-mail Address: megan@arizonacollege.edu

Web Site for Institution: www.arizonacollege.edu

Proposed location in Nebraska: To Be Determined

Will this be a new campus (owned by the institution or under long-term lease) yes no

Proposed offerings: Course/s only (list courses below) Program/s
(please provide a copy of the institutional catalog)

Course/s:
(if not offering a program)

Programs to be offered and

Awards to be conferred: Bachelor of Science in nursing (BSN) which is a pre-licensure baccalaureate degree program, which qualifies our graduate students to sit for the NCLEX exam. The program is an accelerated, 3-year; 120 credit program

Legal Status of the Institution:

- a. Nonprofit (please provide documents of incorporation, and if available §501(c)(3) status documentation, that provide business name and address; names, titles, and business addresses of all principals in the business)
- b. For-profit (please provide documents of incorporation or other legal documents that provide business name and address; names, titles, and business addresses of all principals in the business)

Is ownership: proprietorship, partnership, corporation?

Has the business, a principal officer in the business, or a shareholder with 25% or more ownership interest in the business filed for bankruptcy during the preceding five years? yes no



ARIZONA COLLEGESM

About Arizona College of Nursing

The mission of Arizona College is to prepare students to participate in society and the workforce as productive, responsible and engaged citizens and as educated individuals to meet health care needs. This is accomplished through our focused mission of teaching within a highly structured and disciplined educational environment. Our personalized, culturally rich and dynamic learning environment fosters faculty, staff and student engagement. Through didactic and clinical learning, students gain skills, attributes and abilities that foster personal and professional growth while preparing them as competent employees in their chosen health field.

Arizona School of Pharmacy Technology was initially founded in 1990, by pharmacists to provide a quality source of Pharmacy Technicians to the Arizona pharmacy community. In 1995, Eduvision, Inc., an educational services corporation with over 28 years of 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 added Medical Assistant and Health Information Specialist to its programs. The college relocated to a larger facility that 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 to the Mesa campus in 2013. This was the beginning of Arizona College of Nursing. Arizona College of Nursing has continued its growth by establishing campuses in Nevada, Texas, Florida, and Utah.

1. The financial soundness of the institution and its capability to fulfill its proposed commitments and sustain its operations

- **The most recent audited financial statements and a copy of the management letter***

Institution Response:

EDUVISION, INC. dba ARIZONA COLLEGE Financial Statements and Supplementary Information for the fiscal year 4/1/2019 – 3/31/2020 completed by Weworski & Associates, Certified Public Accountants, can be viewed as **Exhibit 2**.

- **Tuition and fees for the most recent academic year or term***

Institution Response:

BACHELOR OF SCIENCE IN NURSING¹		
CAMPUS	PER CREDIT HOUR	TUITION
Fort Lauderdale	\$833	\$99,960
Tempe & Phoenix	\$791	\$94,920
Tucson & Dallas	\$750	\$90,000
Las Vegas, Tampa, & Salt Lake City	\$708	\$84,960
Not Included in Tuition:		
Registration Fee		\$79
Resource Fee		\$541 per semester \$640 per semester ²
ESTIMATED VARIABLE COSTS³		
Fingerprint Clearance		\$67
Physical Exam & Immunizations ⁴		\$200
Drug Screen		\$40
Background Clearance		\$50
HESI Testing		\$44
Student Liability Insurance		\$39
Nursing Licensure (NCLEX ⁵)		\$200-\$550
TEAS Exam		\$100

- **Proposed annual budget identifying all sources of income and all categories of educational and general expenditures for the programs in Nebraska**

Institution Response:

Exhibit is the annual budget for the Nebraska campus. Included in the budget is

- **Explanation of how the interests of students will be protected if the institution were to discontinue its offerings in Nebraska**

Institution Response:

In the event that Arizona College were to discontinue offerings in the state of Nebraska, the college would **teach out the remaining students until all have completed their program.**

- **Student loan default rate and financial responsibility composite score from the U.S. Department of Education (if applicable)**

Institution Response:

The most recent default rate from NSLDS is 21.3.

Composite Score 2.7

2. The quality and adequacy of teaching faculty, library services, and support services

- **Number of faculty teaching in the program/s (course/s*)**

Institution Response:

The number of faculty members hired at the Nebraska campus, has not yet been determined. Arizona College of Nursing **recently opened a new campus on 10/26/2020 in Murray, Utah and currently has hired five (5) adjunct faculty.**

Faculty Instructional Workload

The average annual teaching assignment for a full-time faculty member is 36 credit hours (12 credit hours per semester). One academic credit hour is calculated per modality of instruction:

- Didactic – 15 hours = 1 credit
- Skills – 30 hours = 1 credit
- Clinical – 45 hours = 1 credit

A typical full-time semester might include two 90-hour didactic requirements (two 3-credit courses), two 30-hour skills lab requirements (two 1 credit labs), and two 90-hour clinical requirements (two 2-credit clinical segments). All full-time faculty teach on a year-round basis.

Arizona College of Nursing ensures that the number of students scheduled in a laboratory setting at one time prevents adverse effects on educational delivery. Laboratory ratio of students to instructor does not exceed 20 to 1. Arizona College of Nursing does not have a formal policy on Faculty-student ratios for lecture based courses, however the classroom sizes at our campuses limit class sizes to under forty (40). The average class size is twenty-five (25) students for didactic courses and for lab courses, the average is right around twenty (20) students.

- **Qualifications of each faculty member (vitae, resume, or other biographical information)***

Institution Response:

Arizona College of Nursing currently has seven (8) operating campuses across the United States and has not struggled to hire nor maintain highly qualified faculty. Arizona College of Nursing attributes this to offering an attractive salary, which is more competitive than the AACN benchmark by the type of program based on the current online data. However, we feel it is not simply about offering an attractive salary, it is about our reputation, our successful outcomes, and building relationships. All components have continued to attract well known nursing leaders, which in turn expands our reputation and attention in the industry to enable us to supply qualified faculty.

The first position filled at the Nebraska Campus will be the Dean of Nursing, who is anticipated to be hired 6/2022.

The Dean of Nursing will be responsible for the appointment, retention, and promotion of faculty, below are a few duties and responsibility of the Dean of Nursing. Please see Exhibit 4 for full job description

- Manages the hiring process with interviews, teaching presentations, and reference checks.
- Coordinates the orientation and onboarding process of new FT/PT nursing faculty. Guides faculty on academic issues in the development of various ATI methodologies regarding classroom instruction.
- Develops faculty workload schedules, ensuring that full-time faculty are scheduled 36 credit hours annually.
- Makes assignments for adjunct clinical faculty. Ensures each nursing student has a faculty advisor.
- Works with faculty to ensure appropriate delivery of content/concepts and sequencing based on student performance on standardized exams.

- Ensures appropriate and meaningful faculty development and mentoring resources for individual faculty and the faculty as a whole to move program outcomes and grow faculty.

Nursing Faculty Requirements (Please see Exhibit 5 for full Job Description)

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements below are representative of the knowledge, skill, and/or ability required.

- Master's degree in nursing or Doctorate Degree in Nursing or related discipline from an accredited college.
- Minimum three years' experience as a professional nurse providing direct patient care.
- Previous teaching experience in a registered nurse education program. Certified Nurse Educator preferred.
- Current, valid licensure as a registered nurse in the state of employment

General Education Faculty Requirements (Please see Exhibit 6 for full Job Description)

- To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements below are representative of the knowledge, skill, and/or ability required.
- Masters or Doctorate Degree in the specified discipline or related fields from an accredited college or university.
- Minimum three years of experience teaching in specialty area in higher education.

- **Library and learning resources***

Institution Response:

Each student enrolled in the nursing program at Arizona College will be required to have access to a laptop computer (provided by the student) as part of their learning materials. The program uses only electronic course materials including interactive learning objects, customized self- assessment tools, and virtual simulations. The entire campus will have wireless internet access so the students can take advantage of these learning tools using their laptops. The Learning Resource Center (LRC) will include a

physical space at the campus, as well as a virtual library providing program-specific academic references and resources, tutoring resources, and general education academic needs support. The College provides students and faculty with the LIRN Librarian Service and database subscriptions as a consortium member of the Library & Information Resources Network (LIRN).

Arizona College subscribes to research databases such as EBSCO 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 content covering all disciplines.

Students & faculty can access Arizona College of Nursing online library resources (7) seven days a week, (24) hours a day. Research assistance and reference support hours are provided Monday - Friday 7AM to 9 PM and Saturday - Sunday 12 PM to 7 PM for a total of 84 Hours a week.

The Resource/Computer Laboratory will have at least 3 desktop computers and printing capability for student use. Through the online search engine subscription, Arizona College of Nursing students can access ProQuest Nursing & Allied Health Source™ with abstracts and indexing from the well-known MEDLINE® database. ProQuest Nursing & Allied Health Source™ provides users with reliable health care information covering nursing, allied health, alternative and complementary medicine, and much more. This versatile database is designed to meet the needs of researchers at health care facilities as well as nursing and allied health programs at academic institutions. ProQuest Nursing & Allied Health Source provides abstracting and indexing for more than 850 titles, with over 715 titles in full text, plus more than 12,000 full-text dissertations representing the most rigorous scholarship in nursing and related fields. Students can also access PubMed which has more than 21 million citations for biomedical literature from MEDLINE, life science journals, and online books.

- **Written agreements with local libraries regarding shared resources**

Institution Response:

There are not currently any agreements established with local libraries.

- **Agreements with online libraries or data sources**

Institution Response:

1. Please see **Exhibit 7** - LIRN Resources and services).
2. Please see **Exhibit 8** - EBSCO

- **Support services for students such as academic or career advising***

Institution Response:

The Learning Resource Center (LRC) will include a physical space at the campus, as well as a virtual library providing program-specific academic references and resources, tutoring resources, and general education academic needs support. Under direction of the Deans, the LRC Coordinator provides broad oversight of the Learning Resource Center (LRC). The

LRC Coordinator coordinates and delivers academic support services to students, including tutoring, academic workshops, supplemental instruction, and group study sessions to support student persistence and success; selects, trains, schedules, and supervises student peer tutors to provide that support; maintains open communication with the Deans and faculty regarding the needs of at-risk students to align services with needs; and tracks student use of the LRC resources and their effectiveness, as evidenced by improved student retention and outcomes. Optimizing student success is a goal at Arizona College of Nursing, and we take every opportunity to aid our students. The Learning Resource Coordinator (LRC) position will be filled during the first year of operation. The Dean of Nursing will be hired prior to the first day of instruction and will fill the needs of students in the learning resource center. Students will be supported and have access to a Global LRC, which also conducts virtual workshops and tutoring.

Arizona College of Nursing faculty is given time to provide students with individual or group tutoring. Students are expected to request tutoring from faculty directly. Providing additional assistance for students who need extra help with subject matter is a requirement of the faculty and specified in their job description. Group tutoring is also provided by faculty in the LRC and in the Global LRC.

3. The quality of the programs offered, including courses, programs of instruction, degrees, any necessary clinical placements, and the institution's ability to generate and sustain enrollment

- **Curriculum description/s including a list of required and optional courses**

Institution Response:

The pre-licensure baccalaureate nursing program consists of fifty semester credit hours of general education courses during the first four semesters prior to acceptance into the nursing program. The core nursing program is designed to be completed in five semesters (20 months) of full-time study. Core nursing courses total seventy semester credit hours, while the total for general education is fifty semester credit hours for a sum total of 120 semester credit hours for the entire program. Each semester will be sixteen weeks in length for a total of five semesters in the core nursing program, consisting of 270 hours of labs, and 650 clinical hours. The nursing curriculum follows a linear progression making each semester a prerequisite to the next.

The duration of a bachelor's degree Program shall be a minimum of 120 semester credit hours, 180-quarter credit hours, or the recognized clock hour equivalent. Arizona College do not accept nursing transfer credits so the maximum that can be transferred is 50.

- **Course descriptions***

Institution Response:

General Education Content: The order of courses in Semesters one (1) thru four (4) can change depending upon if the student is transferring credits into the program.

SEMESTER 1 (Sample)

BIO 189 Fundamentals of Biology

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

Prerequisites: None

PSY 101 Social & Behavioral Sciences: Introduction To Psychology

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

Prerequisite: None

MAT 151 Mathematical Studies: College Mathematics

This foundational mathematics course focuses on mathematical skills, techniques, and operations for problem solving in the health sciences. The emphasis is on dimensional analysis and solving for unknowns. The course includes financial and basic probability calculations. *Prerequisite: None*

ENG 101 First Year Composition I

This course is an introduction to scholarly writing and research. It serves as the foundation of skills needed for appropriate academic and professional writing. The emphasis is on organization, formatting, and source integration. *Prerequisite: None*

SEMESTER 2 (Sample)

BIO 201 Natural Science – General: Human Anatomy/Physiology I

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

Prerequisites: BIO 189

ENG 102 First Year Composition II

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

Prerequisite: ENG 101

PSC 101 Introduction To American Politics

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

Prerequisite: None

BIO 202 Natural Science – General: Human Anatomy/Physiology II

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

Prerequisite: BIO 189, BIO 201

SEMESTER 3 (Sample)

PSY 230 Statistics/Quantitative Analysis: Statistics

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

Prerequisite: None

PSY 240 Social & Behavioral Sciences: Human Development

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

Prerequisite: None

CHM 130 Natural Science – Quantitative: Introductory Chemistry

This foundational chemistry course is a survey of basic general, organic, and bio- chemistry concepts, processes, and structures. The emphasis is on the relevance of fundamental chemistry principles to human health and functioning. *Prerequisites: None*

HCR 230 Culture & Health/Humanities: Cultural Diversity & Global Health

This course focuses on human diversity and its relevance to human health and functioning. Emphasis is on developing self- awareness of one's own perspective on diversity including cultural influence and bias. Exploration of non-allopathic healing practices is included. *Prerequisite: None*

SEMESTER 4 (Sample)

HCR 240 Humans Systems: Human Pathophysiology

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

Prerequisites: BIO 189, BIO 201, BIO 202

NTR 241 Human Systems: Human Nutrition

This course focuses on the role of nutrition on human health and function. The course spans all levels of prevention. The emphasis is on health promotion and nutrition therapy. *Prerequisite: CHM 130*

BIO 205 Natural Science --General: Microbiology

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

Prerequisites: BIO 189

SEMESTER 5

NUR 211 Critical Thinking In Clinical Decision-Making

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

NUR 213 Ethics & Legal Standards In Nursing Practice I

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

NUR 215 NUR/215L Theoretical Foundation in Nursing Practice/ Practicum

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

NUR 216 Health Assessment

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

are explored.

NUR 218 Interprofessional Communications

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

NUR 338 Leadership For Quality & Patient Safety I

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

SEMESTER 6

NUR 333 Ethics & Legal Standards In Nursing Practice II

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

NUR 334 Pharmacology I

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

NUR 337 Evidence-Based Practice I

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

NUR 355/355L Acute & Chronic Health Disruption In Adult I/Practicum

This introductory course establishes the role of the professional nurse in developing salience, understanding patient narratives, and preferences, while collaborating with the patient in developing and implementing patient-centered care for chronic conditions. Emphasis is on identification of salient evidence, nursing interventions within the interdisciplinary health care team, and clinical reasoning and decision making. The clinical/laboratory portion of the course will give the student the

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

NUR 356/356L Mental Health Theory & Application/Practicum

This course introduces nursing concepts related to psychiatric/mental health. The unique needs of clients with mental-health issues are explored. Building on the foundation of previous nursing courses and the nursing process, the student will examine client responses to stressors across the life span. Tasks of biological-behavior concepts in psychiatric nursing care and the cultural impacts will be addressed. The clinical/laboratory portion of this course will give the student the opportunity to apply principles and information to the health care of the mental health patient in acute care, community, and simulation lab settings. Health issues and nursing considerations will be considered throughout the clinical time.

SEMESTER 7

NUR 354 Pharmacology II

This course explores the pharmacotherapeutics for commonly occurring health problems and the nursing roles and responsibilities for safe medication administration and management of pharmacotherapeutics. This course builds on the foundational knowledge developed in Pharmacology I in collaboration with science and theory of anatomy and

physiology, human pathology for clinical reasoning, decision making in the safe administration, monitoring, and evaluation of drug therapy to people across the lifespan. In addition, the students will examine concepts of pharmacotherapeutics, pharmacodynamics, pharmacokinetics, adverse reactions, side effects, drug interactions, and contra-indications for major classes of drugs and for prototype drugs within each class. Drugs for disorders and conditions of the cardiovascular and urinary systems, gastrointestinal system, endocrine system, integumentary system, eyes and ears, as well as mental health are included in this course.

NUR 357 Evidence-Based Practice II

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

NUR 358 Leadership For Quality & Patient Safety II

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

NUR 425/425L Acute & Chronic Health Disruption In Adult II/Practicum

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

NUR 426/426L Community Health Nursing/Practicum

This course focuses on community as the client and the role of the community/public health nurse in analytical community assessment, community collaboration and partnership, cultural competence, and care coordination emphasizing the well-being of populations diverse in sociodemographic and geographic boundaries. Students integrate knowledge from nursing theory and evidenced-based practice to analyze, implement, and evaluate population-focused health care interventions for the purpose of health promotion and disease prevention. The clinical/laboratory portion of this course will give the student the opportunity to apply principles and information to the health care of the patient in the community and simulation lab settings. Health issues and nursing considerations will be considered throughout the clinical time.

SEMESTER 8

NUR 335/335L Maternal Health Theory & Application/Practicum

The focus of this course will be the role of the professional nurse as it relates to maternal health and the newborn infant. The learner will use the nursing process in developing salience, understanding patient narratives and preferences, collaborating with the patient in developing and implementing patient-centered care for health restoration. Emphasis is on the health care team and clinical reasoning and decision making. Integration of best practices and nursing interventions for the childbearing family in support of patient centered health promotion and restoration. The clinical/laboratory portion of the course will give the student the opportunity to apply principles and information to the health care of the maternal/newborn in acute care, community, and simulation lab settings. Health issues and nursing considerations will be considered throughout the clinical time.

NUR 336/336L Pediatric Health Theory & Application/Practicum

The didactic portion of this course is devoted to the promotion, prevention, maintenance and restoration of health for infants, children, and adolescents. The course will enable the student to identify health concerns in the pediatric population and implement appropriate nursing interventions. Emphasis is placed on the growth and development as well as the psycho-social-cultural-familial influences on the health of the child. The clinical/laboratory portion of this course will give the student the opportunity to apply principles and information to the health care of the child in acute care, community and simulation lab settings. Health issues and nursing considerations will be considered throughout the clinical time.

NUR 423 Ethics & Legal Standards In Nursing Practice III

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

NUR 427 Evidence-Based Practice III

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

NUR 428 Leadership for Quality & Patient Safety III

In this course, the student will focus on fundamentals of measurement for improvement and how quality improvement works in health care settings, including hands on use of essential tools for improvement. Examples include an introduction to the steps in systematic response to error (root cause analysis) and its role in improving health care.

SEMESTER 9

NUR 443 Transition to The Profession

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

NUR 445/445L Acute & Chronic Health Disruption in Adult III/Practicum

In this course, the student will build on previous knowledge to develop a deeper understanding of the knowledge, science, and theory of the high acuity patient with a complex and multi- system diagnosis. This information will be used as a basis for clinical reasoning and decision making to deliver safe quality care. Learners will examine concepts related to patient and family centered care, palliative care, and a team approach to deliver care to patients with multisystem alterations. The clinical/ laboratory portion of this course will give the student the opportunity to apply principles and information to the health care of the critically ill adult patient in acute care, community, and simulation lab settings. Health issues and nursing considerations will be considered throughout the clinical time.

NUR 446 Professional Seminar

This course builds on the previous learning related to holistic patient care across the lifespan, with an emphasis on patients with complex health care needs. The student engages in academic endeavors that

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

NUR 447 Evidence-Based Practice IV

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

NUR 448 Leadership For Quality & Patient Safety IV

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

Arizona College BSN Degree Program -

		Cr	Did hrs.	Lab hrs.	ClIn hrs.
Semester 5	NUR 211 CRITICAL THINKING IN CLINICAL DECISION-MAKING	2	30		
	NUR 218 INTERPROFESSIONAL COMMUNICATIONS	1	15		
	NUR 213 ETHICS & LEGAL STANDARDS IN NURSING PRACTICE I	1	15		
	NUR 215 THEORETICAL FOUNDATION IN NURSING PRACTICE	2	30		
	NUR 215L THEORETICAL FOUNDATION IN NURSING PRACTICE PRACTICUM	3		60	45
	NUR 216 HEALTH ASSESSMENT	3	30	30	
	NUR 338 LEADER IN QUALITY AND PATIENT SAFETY I	1	15		
	Total	13	135	90	45
Semester 6	NUR 333 ETHICS & LEGAL STANDARDS IN NURSING PRACTICE II	1	15		
	NUR 355 ACUTE & CHRONIC HEALTH DISRUPTIONS IN ADULTS I	3	45		
	NUR 355L ACUTE & CHRONIC HEALTH DISRUPTIONS IN ADULTS I PRACTICUM	3		30	90
	NUR 356 MENTAL HEALTH THEORY & APPLICATION	3	45		
	NUR 356L MENTAL HEALTH THEORY & APPLICATION PRACTICUM	2		30	45
	NUR 337 EVIDENCE-BASED PRACTICE I	1	15		
	NUR 334 PHARMACOLOGY I	2	30		
	Total	15	150	60	135
Semester 7	NUR 425 ACUTE & CHRONIC HEALTH DISRUPTIONS IN ADULTS II	2	30		
	NUR 425L ACUTE & CHRONIC HEALTH DISRUPTIONS IN ADULTS II PRACTICUM	3		15	112.5
	NUR 426 COMMUNITY HEALTH NURSING THEORY AND APPLICATION	3	45		
	NUR 426L COMMUNITY HEALTH NURSING THEORY AND APPLICATION PRACTICUM	3		30	90
	NUR 357 EVIDENCE-BASED PRACTICE II	1	15		
	NUR 358 LEADER IN QUALITY & PATIENT SAFETY II	1	15		
	NUR 354 PHARMACOLOGY II	2	30		
	Total	15	135	45	202.5
Semester 8	NUR 423 ETHICS & LEGAL STANDARDS IN NURSING PRACTICE III	1	15		
	NUR 335 MATERNAL HEALTH THEORY & APPLICATION	3	45		
	NUR 335L MATERNAL HEALTH THEORY & APPLICATION PRACTICUM	2		30	45
	NUR 336 PEDIATRIC HEALTH THEORY & APPLICATION	3	45		
	NUR 336L PEDIATRIC HEALTH THEORY & APPLICATION PRACTICUM	2		30	45
	NUR 427 EVIDENCE-BASED PRACTICE III	1	15		
	NUR 428 LEADER IN QUALITY & PATIENT SAFETY III	1	15		
	Total	13	135	60	90
Semester 9	NUR 443 TRANSITION TO THE PROFESSION	1	15		
	NUR 445 ACUTE & CHRONIC HEALTH DISRUPTIONS IN ADULTS III	3	45		
	NUR 445L ACUTE & CHRONIC HEALTH DISRUPTIONS IN ADULTS III PRACTICUM	4		15	157.5
	NUR 446 PROFESSIONAL SEMINAR	2	30		
	NUR 447 EVIDENCE-BASED PRACTICE IV	1	15		
	NUR 448 LEADER IN QUALITY & PATIENT SAFETY IV	3	45		
	Total	14	150	15	157.5
TOTAL		70	705	270	630

- **Any licensure or certification requirements for the field/s and the way in which the institution will meet them**

Institution Response:

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

- **Instructional equipment, especially that required for specific programs***

Institution Response:

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

- **Assurance that the institution will be able to secure clinical placements for students in programs that require them**

Institution Response:

Arizona College of Nursing will begin an outreach over the next few months, and will be able to provide an update to the outreach in March 2021.

- **Estimated enrollments and the basis for the estimate***

Institution Response:

The estimated number of enrollments for the first 12 months of operation would be 118. The basis for the estimate is the number is consistent with the varies other new campuses Arizona College of Nursing has opened over the past few years. Please see Exhibit 11.

- **Comparison of the program (or course/s*) with that offered on the main campus or other campuses of the institution (if applicable)**

Institution Response:

The pre licensure Bachelor of Science in Nursing is the **only program which will be offered at the Nebraska campus is the same program and only program offered at the following campuses**

<p>Tempe Campus 1620 W. Fountainhead Pkwy, Ste.110 Tempe, Arizona 85282</p>	<p>Tampa Campus 4902 Eisenhower Blvd, Ste. 115 Tampa Florida 33634</p>	<p>Dallas Campus 8330 Lyndon Johnson Frwy. B100 Dallas, Texas 75243</p>
<p>Las Vegas Campus 2320 South Rancho Drive Las Vegas, Nevada 89102</p>	<p>Fort Lauderdale Campus 600 Corporate Dr. Ste 200. Ft. Lauderdale, Florida. 33334</p>	<p>Tucson Campus 300 S. Craycroft Rd. Ste. 300. Tucson, Arizona 85711</p>
	<p>Phoenix Campus 16404 N. Black Canyon Hwy, Ste, 200 Phoenix, Arizona 85053</p>	<p>Utah Campus 434 Ascension Way Ste. 500 Murray, Utah 84123</p>

- **Relationship between the hours of instruction and the credits awarded***

Institution Response:

One semester credit hour equals:

- 15- Clock hours of Lecture
- 30 Clock ours of Laboratory
- 45 Clock Hours of Clinical Laboratory

4. The specific locations where programs will be offered or planned locations and a demonstration that facilities are adequate at the locations for the programs to be offered

- **Description of the facility (include a floor plan if this is a new campus)***

Institution Response:

Arizona College of Nursing intention is to open a new campus, which will offer our Bachelor of Science in Nursing program. The North Carolina campus in a modern office building. This space will be sufficient to accommodate up to 300 students in total for the Bachelor of Science in Nursing program at the completion of an approximately 17,000-25,000 square foot build-out. Parking spaces will be ample for student use.

Arizona College is committed to providing the highest level of health care training possible. Our strategy will be to take the quality program that already exists at our current campuses and replicate them in Nebraska.

- **Copies of leases or facility use agreements***

Institution Response:

Arizona College of Nursing currently is looking for campus property and will provide the lease agreement and any other building inspections which are required.

5. Assurances regarding transfer of credits earned in the program to the main campus of such institution [if applicable] and clear and accurate representations about the transferability of credits to other institutions located in Nebraska and elsewhere

- **Any articulation agreements with Nebraska postsecondary institutions***

Institution Response:

Arizona College of Nursing does not currently have articulation agreements within the state of Nebraska. Arizona College of Nursing Arizona College has an articulation agreement with Colleges/Universities listed below. Each College has provided a course-by-course transfer guide which can be obtained from your Nursing Dean on each campus.

- Grand Canyon University
- Trident University
- United States University
- Herzing University

- **Any other affiliations with Nebraska postsecondary institutions regarding the transfer of credits, joint use of faculty or facilities, or other supportive relationships***

Institution Response:

Arizona College has an Memorandums of Understanding (MOU) with Colleges/Universities listed below. An MOU provides a pathway for Arizona College BSN students to enter the Master's Degree program of the college listed.

- West Coast University
- United States University
- ECPI University
- Herzing University

6. Whether such institution and, when appropriate, the programs, are fully accredited, or seeking accreditation, by an accrediting body recognized by the U.S. Department of Education

- **Name of the body that accredits the institution***

Institution Response:

Arizona College of Nursing is institutionally accredited by Accrediting Bureau of Health Education (ABHES).

Accrediting Bureau of Health Education Schools (ABHES)

7777 Leesburg Pike, Suite 314 N. Falls Church, VA 22043 P. (703) 917-9503 F.

(703) 917-4109 (info@abhес.org)

- **Status of institutional accreditation, including the date of the most recent accreditation and any required reports or actions***

Institution Response:

Arizona College of Nursing has a solid and firm understanding of the rules and regulations of our accrediting agencies and what is required. Arizona College offers certificate level courses at two of our Arizona Campuses located in Glendale and Mesa Arizona, but the proposed Michigan campus would only offer a prelicensure Bachelor of Science in Nursing degree. Arizona College of Nursing's Baccalaureate Degree in Nursing is currently offered at seven (8) campuses located in four (5) states as follows:

Arizona College of Nursing is currently authorized to operate in Arizona, Nevada, Texas, Utah and Florida. The Arizona campuses are authorized by the Arizona State Board for

<p>Tempe Campus 1620 W. Fountainhead Pkwy, Ste.110 Tempe, Arizona 85282</p>	<p>Tampa Campus 4902 Eisenhower Blvd, Ste. 115 Tampa Florida 33634</p>	<p>Dallas Campus 8330 Lyndon Johnson Frwy. B100 Dallas, Texas 75243</p>
<p>Las Vegas Campus 2320 South Rancho Drive Las Vegas, Nevada 89102</p>	<p>Fort Lauderdale Campus 600 Corporate Dr. Ste 200. Ft. Lauderdale, Florida. 33334</p>	<p>Tucson Campus 300 S. Craycroft Rd. Ste. 300. Tucson, Arizona 85711</p>
	<p>Phoenix Campus 16404 N. Black Canyon Hwy, Ste, 200 Phoenix, Arizona 85053</p>	<p>Utah Campus 434 Ascension Way Ste. 500 Murray, Utah 84123</p>

Private Postsecondary Education (AZPPSE). The Nevada campus is authorized by the Nevada Commission on Postsecondary Education (CPE). The Texas campus is authorized by the Texas Workforce Commission (TWC) and the Texas Higher Education Coordinating Board (THECB). The Florida campuses are authorized by the Commission for Independent Education (CIE). The Utah campus is authorized by the Utah Division of Consumer Protection (DCP). There are no sanctions against Arizona College by the authorizing agencies.

- **List all programmatic accreditations related to the proposed program or courses***

Institution Response:

Arizona College of Nursing pre licensure Bachelor of Nursing program is programmatic accredited by Commission on Collegiate Nursing Education (CCNE).

Commission on Collegiate Nursing Education (CCNE)

655 K Street, NW, Suite 750 Washington, DC 20001

P: (202) 887-6791 F: (202) 887-8476 (<http://www.ccneaccreditation.org>)

- **Status of all programmatic accreditations, including the date of the most recent accreditation and any required reports or actions***

Institution Response:

CCNE Board of Commissioners acted at its meeting on April 25-27, 2017, to grant accreditation to the baccalaureate degree program in nursing at Arizona College for 5 years, extending to June 30, 2022. The accreditation action is effective as of October 24, 2016, which is the first day of the program's recent CCNE on-site evaluation. You should plan for the next on-site evaluation to take place in the fall of 2021. There are no sanctions against Arizona College of Nursing.

7. The institution's policies and procedures related to students, including, but not limited to, recruiting and admissions practices

- **Admission requirements for the institution and programs (if different)***

Institution Response:

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

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

REQUIREMENTS FOR ADMISSION INTO THE BSN PROGRAM ADMISSION DOCUMENTS

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

General Equivalency Diploma (GED®) minimum score:

- No minimum score

High School Equivalency Test (HiSET®) minimum score:

- Cumulative score of 80 or above

Test Assessing Secondary Completion (TASC™) minimum score:

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

California High School Proficiency Exam (CHSPE):

- Passing in all subject areas

A cumulative college GPA of 2.75 or higher with at least 12 college credits from an institution accredited by either a regional or national accrediting body, or an agency recognized by the Council for Higher Education (CHEA) will be accepted in lieu of the high school GPA or GED® score requirement. College credit is defined as credit for courses that lead to a degree or program of study that leads to a degree.

3. Signed transcript release form for all colleges and universities attended if the college GPA is to be used in the admission decision. The official transcripts for the high school and all colleges or universities attended (if these are to be used in the admission decision) must be submitted within six weeks of the first day of class to remain enrolled. NOTE: Applicants educated outside the United States will have transcripts (both high school and college) evaluated by the Arizona International Credential Evaluators, Josef Silny and Associates, Inc., the Foreign Educational Document Service, or other agencies listed on the National Association of Credential Evaluation Services (NACES) website.

4. A composite score of 60% on the HESI A2 Admissions Exam. See “Admission Testing”.

5. Proof of United States citizenship, alien status, or legal residency. A driver’s license, passport, or birth certificate, combined with a government-issued document that contains a photograph of the applicant and or a green card (I-551) are the most common demonstrations of proof.

6. Passion statement

7. Las Vegas students only: Proof of completion of the Nevada Constitution and U.S. Constitution course only if all general education courses are transferred. Additional factors important to student success may also be considered when making an admission

determination. For example, an applicant's recent educational experience may take precedence as part of the review process. Applicants who fall below the admission requirements may have their application reviewed for approval by the Provost at the request of the Dean of Nursing at each campus.

Requirements for Progression into the Core Nursing Curriculum (Semester Five) Academic Requirements

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

- A cumulative GPA of 2.75 or higher in the required general education and science courses (semesters 1-4)

 - Achieve a "B" or higher in the six required science courses (Fundamentals of Biology, Chemistry, Microbiology, Anatomy & Physiology I and II, and Pathophysiology)

 - A "B" or higher in Math and Statistics

 - A "C" or higher in all other general education courses
- **Anticipated methods of recruiting students in Nebraska***

Institution Response:

An Executive Director of Enrollment Services (Please see Exhibit 9 for job description) Admissions will be hired in January of 2023, and admission representatives to follow. The admissions advisors will be responsible for the recruitment into the nursing program in Nebraska. The admission representatives will provide information to prospective applicants, represent the college at recruitment/career opportunity events, provide pre-admission counseling, and support the admission process. The admissions advisors are adequate in numbers, and work Monday-Friday from 8:00 am to 6:00 pm and from 9:00 am to 1:00 pm on Saturdays to accommodate prospective students. Arizona College of Nursing does minimal advertising other than web-based marketing.

- **Loan procedures**

Institution Response:

Arizona College is approved to offer TITLE IV. The Department of Education does not require Arizona College to apply for TITLE IV for additional locations and only requires notification once we receive all regulatory approvals.

8. The tuition refund policy for an institution that does not participate in federal financial aid programs described in Title IV of the federal Higher Education Act of 1965 as such act existed on January 1, 2011

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- **Copy of the Title IV Program Participation Agreement with the US Department of Education (for institutions participating in federal financial aid programs) or a copy of the tuition refund policy if not participating in Title IV***

Institution Response:

Please see Exhibit ____ for the Title IV Participating Agreement.