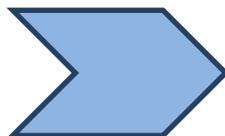




ARTICULATION AGREEMENT



Articulation agreement between Northern Arizona University and Aspen University
Effective Date: March 30, 2022

Section 1: Institutions and Purpose

Founded in 1899 in Flagstaff, Arizona, Northern Arizona University (NAU) is a Higher Learning Commission-accredited institution of higher education. It offers more than 125 academic programs at the Flagstaff Mountain campus as well as at more than 20 statewide locations. NAU's academic programs, research, public service, and creative endeavors enrich lives and create opportunities in Arizona and beyond. We develop solutions to challenges and drive innovation in a supportive, inclusive, and diverse environment. Aspen University is an accredited, post-secondary, higher education institution that is committed to offering a high quality, affordable education.

The purpose of this agreement is to allow for Aspen University students who were enrolled in the Bachelor of Science in Nursing (Pre-Licensure) program in Phoenix, AZ to block transfer their general education credits earned* and accepted at Aspen University to another institution. Because these students were unable to complete their program as designed at Aspen University, Aspen University requests that NAU make a good-faith effort to apply all general education credits earned at Aspen toward completion of NAU's nursing program requirements.

* With the exception of HCA 205, MAT 130 and MAT 181.

Section 2: Statement of Agreement

NAU agrees to apply this articulation agreement to students who meet the following criteria:

- Students enrolled in Aspen University's Bachelor of Science in Nursing (Pre-Licensure) program as of March 25, 2022
- Students who were in Good Academic Standing as of March 25, 2022

This agreement does not apply to students transferring who do not meet the above criteria.

NAU agrees to apply the following to the students who meet the above criteria upon acceptance into NAU and subsequently into NAU's School of Nursing if their applications are accepted.

- Accept Aspen University credits (up to 32 semester credits) as a block transfer of general education credits.
 - Courses and course descriptions are outlined at the end of this agreement



- Apply these Aspen University credits to NAU's nursing program as applicable
- Accept HESI testing scores if taken between January 1 and March 25, 2022, provided by Aspen University to be used toward entrance into NAU's nursing program as applicable.

Section 3: Admission and Matriculation

This agreement does not guarantee admission to NAU or admission into any specific program, unless otherwise stated. Students must apply for admission to NAU in accordance with the rules, policies, and procedures of NAU in effect at the time of acceptance.

As outlined in this agreement, courses transferred will fulfill some NAU program requirements. Students will be responsible for completing all graduation requirements of NAU in effect at the time of acceptance in order to earn their degree.

Section 4: Changes in Curriculum or Program Requirements

Changes made to relevant curriculum at either Aspen University or NAU will necessitate review of the programs at both institutions to determine if reassessment of this articulation agreement is necessary. If deemed appropriate, a new agreement will be generated and signed.

Each partner assumes responsibility for informing the other of these changes. Changes to curriculum and/or program requirements must be communicated in writing no later than 30 days from the date of change.

Section 5: Term and Termination

This agreement shall commence as of March 1, 2022 and shall terminate on March 1, 2024, unless terminated earlier as provided elsewhere in this agreement. This agreement may be renewed by the mutual written agreement of both institutions for additional terms, not to exceed one (1) year. Either party may terminate or suspend this agreement for convenience upon sixty (60) days' written notice; provided, however, that the parties shall discuss and reasonably attempt to resolve the issues that led to the notice of termination or suspension. Notwithstanding the termination of the agreement, any student who has applied for admissions and meets the terms of this agreement prior to or during the sixty (60) day period shall be treated as if this agreement continues to be in effect.

Section 6: General Provisions

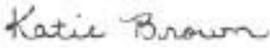
In carrying out the responsibilities and obligations of this Agreement, neither party shall be acting as the agent or principal of the other with regard to dealings with third parties, including students. Neither party shall have



the authority to make any statements, representations, nor commitments of any kind or to take any action binding the other except as provided for herein or authorized in writing by the party to be bound.

This Agreement constitutes the entire Agreement between the parties. No waiver, consent, modification, or change of terms of this Agreement shall bind either party unless in writing and signed by both parties.

Section 7: Signatures

 <hr/> <p><i>Dr. Jenny Erkfitz, Dean, Bachelor of Science in Nursing (Pre-Licensure) program Aspen University</i></p>	 <hr/> <p><i>Roger Bounds, Interim Dean College of Health Sciences Northern Arizona University</i></p>
 <hr/> <p><i>Dr. Joanne Weiss, Provost Aspen University</i></p>	 <hr/> <p><i>Dr. Karen Pugliesi, Provost Northern Arizona University</i></p>
 <hr/> <p><i>Katie Brown, Registrar Aspen University</i></p>	<p><i>Dr. Barb Ake</i> for Dr. Dawn Rivas</p> <hr/> <p><i>Dawn Rivas, Interim Director, School of Nursing Northern Arizona University</i></p>
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Aspen University Pre-Professional Nursing Courses

These general education courses (**with the exception of MAT 130, HCA 130 and HCA 205**) are to be included in block transfer of up to 32 semester credits; credits completed at other universities and transferred to Aspen University are not covered by this agreement.

Course Number and Title	Semester Credits	Course Description
COM100 Introduction to Communications	3	This course provides a study of human communication by covering major communication concepts, theories, research, and trends. This introduction communications course will help students to understand their own communication behavior as well the communication behavior of others. Concepts covered include basic theories of communication, understanding individual communication styles, the use of communication across cultures, and listening and critical thinking skills.
MAT130 Fundamentals of Mathematics	3	Concepts of Fundamental Mathematics will be a review of fundamental math concepts for some students and may break new ground for others. Students of all backgrounds will be delighted to find an approach that appeals to all learning styles and reaches out to diverse demographics. Through down-to-earth explanations, patient skill-building, and exceptionally interesting and realistic applications, this course will empower students to learn and master mathematics in the real world.
BIO210 Microbiology	3	This course covers principles of microbiology with emphasis on microbial anatomy, microbial disease, and disease prevention. The course includes a broad overview of both the historical and current field of microbiology with focus on microbial pathogenicity, the spread of microbial pathogens, the methods of human immunity, and best practices for the diagnosis and treatment of microbial disease.
CMP160 English Composition I	3	This course is designed to help students master the traditional five-paragraph essay and variations of this essay. Four principles are presented as keys to effective writing: unity, support, coherence, and sentence skills. The first part of the course focuses on the first three principles and to some extent on sentence skills. It shows, respectively, how these four principles apply in the different patterns of essay development and in specialized types of writing.
SBS105 Introduction to Psychology	3	This course focuses on the many voices of psychology. To some, the science of psychology provides its students with a better understanding of others' behaviors. Others view psychology as a pathway to self-understanding. Others see the potential for a future career, and some are drawn to psychology by the opportunity for intellectual discovery that its study provides. The overall goal of this course is to provide a comprehensive overview to the subject of psychology.
HCA130 Healthcare Writing and Communications	3	This course focuses on the writing needs of students in allied health fields. Proofreading and revision exercises help develop critical thinking skills in writing and a keen eye for written work. The course reviews basic writing concepts but also builds knowledge specific to communication in healthcare fields.



BIO201 Anatomy and Physiology I	3	The purpose of this course is to provide an overview of the basic components of the human body and how it functions on a cellular level to organismal level. The fundamentals of chemistry, biochemistry and cell biology will be presented along with the skeletal, muscular, nervous and integumentary systems. Structure, function, and integration of these systems in health and disease will also be discussed.
BIO201L Anatomy and Physiology I-Lab	1	The purpose of the laboratory portion of this course is to explore histology in a hands-on manner under the microscope and to explore the gross anatomy of the skeletal, muscular, nervous system, and special senses. While much of the physiology and microscopic anatomy of this course is covered in the lecture portion, the lab is designed to fill in the gaps and focus more on anatomical structures and recognition of such. This course must be taken concurrently with BIO201, which is the complementary didactic course.
SBS110 Introduction to Sociology	3	This introductory course in sociology gives students the opportunity to use sociological imagination to master their social world. It examines aspects of the social environment that students might otherwise ignore, neglect, or take for granted. It looks beneath the surface of everyday life to help students understand and anticipate human behavior in a variety of environments.
BIO202 Anatomy and Physiology II	3	The purpose of this course is to provide an overview of the systems of the human body including the endocrine, cardiovascular, respiratory, digestive, immune, urinary and reproductive systems. Fundamentals of fluid and electrolyte balance, cellular communication, human nutrition and gene inheritance will also be presented. The structure, function, and integration of these systems in both health and disease will be discussed. This course is a continuation of BIO201.
BIO202L Anatomy and Physiology II-Lab	1	The purpose of the laboratory portion of this course is to explore histology in a hands-on manner under the microscope and to explore the gross anatomy of the skeletal, muscular, nervous system, and special senses. While much of the physiology and microscopic anatomy of this course is covered in the lecture portion, the lab is designed to fill in the gaps and focus more on anatomical structures and recognition of such. This course is a continuation of BIO201L. This course must be taken concurrently with BIO202, which is the complementary didactic course.
HCA205 Principles of Health and Disease	3	This course is a comprehensive survey of common diseases affecting each body system. This class presents the basic principles of human disease, organized by human organ system. Included in the course are new diagnostic tests and lab procedures, treatment and diagnostic sections to include common treatments and general medical options, coverage of disease statistics, risk factors for diseases and disease prevention.
SBS120 Diversity and Culture	3	This course focuses on understanding and managing diversity. Clearly, diversity is an interdisciplinary field. Much of its theoretical framework originates in the social sciences. There is some disagreement among scholars on the definition of diversity; much less what materials should be included in a course about diversity. To meet this challenge, we have selected a text for this course that gathers a wealth of information from the salient issues surrounding the topic of diversity.
BIO220 Pathophysiology	3	This course is designed to enhance existing understanding of the pathophysiological processes of disease as they affect clients across



		<p>the lifespan. The interrelationship of structural and functional reactions of cells and tissues to genetic alterations and injurious agents provide the foundation for comprehending clinical manifestations and treatment protocols. Critical thinking and nursing management are enhanced through the use of case studies that integrate nutritional and pharmacological concepts. The understanding of environmental and biological risk factors provides the nurse with the knowledge to provide health promotion and prevention education.</p>
SBS200 Human Development	3	<p>Using an interdisciplinary approach that emphasizes culture and family, Human Development challenges students to understand development from a broader perspective. Students draw on their own experiences as they weigh the research and ideas presented in the course. The course explores controversies about human development, often within a specific cultural context. Also incorporated into each module are questions that link development concepts with addiction related counseling strategies. The material covered includes competency-building activities, offering prospective addiction counselors multiple opportunities to develop practical and necessary skills.</p>