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Approvals, Affiliations, Accreditation

Nightingale College is institutionally accredited by the Accrediting Bureau of Health Education Schools (ABHES). ABHES is recognized by the U.S. Department of Education as a national accrediting agency. For more information:

Accrediting Bureau of Health Education Schools (ABHES)
7777 Leesburg Pike, Suite 314 N
Falls Church, Virginia 22043
(703) 917-9503
www.abhes.org

The Associate Degree Nursing (ADN) Program is approved and the Basic Medical Technician Corpsman (BMTC)-to-Bachelor of Science in Nursing (BSN) Bridge Program is provisionally approved by the Utah State Board of Nursing. Upon successful completion of a pre-licensure program, the graduates are qualified to apply for Registered Nurse licensure in the State of Utah and take the NCLEX-RN® examination. For more information:

Utah State Board of Nursing
Heber M. Wells Bldg., 4th Floor
160 East 300 South
Salt Lake City, Utah 84111
(801) 530-6628
www.dopl.utah.gov/licensing/nursing.html

The Associate Degree Nursing Program is accredited by the Accreditation Commission for Education in Nursing, Inc. (ACEN). For more information:

Accreditation Commission for Education in Nursing, Inc.
3343 Peachtree Road NE, Suite 850
Atlanta, Georgia 30326
(404) 975-5000
www.acenursing.org

The College holds a Certificate of Postsecondary State Authorization issued by the Division of Consumer Protection, Department of Commerce, and State of Utah. For more information:

Utah Division of Consumer Protection
160 East 300 South
P.O. Box 146704
Salt Lake City, Utah 84414
www.dcp.utah.gov
Nightingale College has entered into a Voluntary Education Partnership Memorandum of Understanding (MOU) with the Department of Defense. Participation in the program allows the College to offer Tuition Assistance (TA) to qualified learners.

Department of Defense
www.dodmou.com

Nightingale College is a signatory to the White House’s Joining Forces Initiative. Joining Forces educational partners help servicemembers and their families by expanding education opportunities, easing transferability of academic credit, and increasing job training opportunities for servicemembers, military spouses, and veterans.

Joining Forces Initiative
www.whitehouse.gov/joiningforces

Facilities
The College is located in Ogden, Utah. The campus occupies approximately 17,000 square feet of classrooms and supporting facilities. The campus offers

- two didactic classrooms, outfitted for distance learning delivery;
- two computer labs;
- a virtual library for learner and faculty research;
- wireless Internet access;
- a nursing skills lab with four patient units, a high-fidelity simulation unit, a debriefing conference room, a nurses’ station, and a simulation control office;
- learner lounge with kitchen and break room;
- faculty offices;
- faculty and staff kitchen and break room; and
- administrative offices.

DDC nursing skills labs, high-fidelity simulation units, and simulation control offices vary in size, but offer comparable learning experiences to the College’s Ogden campus.
“Learner Personal Contact and Demographic Information” section augments the 2015-2016 College Catalog, published in July 2015.

**Learner Personal Contact and Demographic Information**

Learners are responsible for notifying the Registrar’s Office of any changes in the personal contact and/or demographic information, including but not limited to the name, gender, address, telephone number(s), and email, by requesting, completing, and submitting the official Change in Information Form or updating the personal information through the Learner Portal in the College’s data management system within ten (10) business days from the effective date of the change.
“Adding or Dropping Courses” section replaces the “Adding or Dropping Courses” on page sixteen (16) of the 2015-2016 College Catalog, published in July 2015.

Adding or Dropping Courses
Learners may register for or unregister from courses during the first two (2) weeks of every semester. The College’s standard tuition and fees refund policy will apply.

Note: New learners may drop courses or withdraw from the College within the add/drop period without incurring tuition charges. However, learners will be responsible for any applicable fees.

The deadline for adding or dropping courses is the Sunday of the second week of instruction of every semester. Learners who would like to add course(s) must obtain written permission from the lead course faculty. Learners are required to meet with a Financial Aid Advisor before adding or dropping courses, as financial aid eligibility may be affected. Learners are also required to meet with the Program Manager before adding or dropping courses.

Learner Financial Responsibilities and Academic Program Progress
Learners are responsible for meeting financial obligations to the College on time, including completion of all financial aid requirements and paperwork, making scheduled payments, and responding to information and documentation requests. Learners must meet all current financial obligations by the end of the add/drop period in every semester. Failure to do so may result in the withdrawal from the College.
“Late Payment Fees” section augments the 2015-2016 College Catalog, published in July 2015.

Late Payment Fees
Learners who have not paid the tuition and/or fees balances in full, nor signed up for a College-approved payment plan, nor have submitted proof of third-party financial assistance by the first day of every semester will be charged a $50 late payment fee.

Learners who participate in an approved payment plan and fail to make a timely payment will be charged a $50 late payment fee seven (7) calendar days after the due date for the payment has passed.

Late payment fees are non-refundable and will not be waived and are in addition to any third-party loan servicer late fees.

Academic Success Plan
The College is focused on the academic success of each learner. Learners are encouraged to initially address academic concerns with the individual course instructor. In addition, the College has implemented the Academic Success Plan to promote the academic and professional success of its learners. Program Managers, Faculty, Academic Advisors, and Learner Services Advisors are responsible for administering the relevant portions of the Academic Success Plan.

Purpose
- Prepare learners and graduates to successfully practice as registered nurses with confidence, competence, and compassion.
- Identify learners who would benefit from instructional intervention to successfully complete coursework.
- Provide support and strategies to aid learners’ success.
- Prepare learners in pre-licensure programs for professional success and passing the NCLEX-RN®.
- Increase learners’ success in meeting the program-level learner outcomes.
- Promote a culture of caring to provide holistic, compassionate, and culturally competent care.

Academic Success
- Learners are required to participate in a learner success portion of the Program Orientation.
- At various times in the academic program, learners’ progress will be monitored and ongoing learning facilitation and assistance will be provided as needed.
- To progress within the pre-licensure Academic Program or graduate, learners must achieve content mastery scores on, or successfully complete remediation for, each standardized nursing exam and benchmark evaluation, as indicated below. Refer to the corresponding Academic Program’s standardized exams for more information:
  1. Learners who do not achieve a content mastery score on the first attempt on a standardized exam are required to take an alternate version of the exam after completing the required remediation.
  2. Learners who do not achieve a content mastery score on the second attempt on a standardized exam or benchmark evaluation will receive an “I” (Incomplete) in the course and cannot progress in the Program or graduate until successfully completing faculty-prescribed remediation, which may include a variety of didactic, lab, and/or clinical learning activities, practice NCLEX-style testing, and course(s) auditing.
  3. Learners will be required to meet with a Faculty Academic Advisor and/or Program Manager to determine additional remediation requirements.
  4. All faculty-prescribed remediation must be successfully completed by the end of the following semester. Failure to successfully complete remediation will result in an “F” grade in the course and the course must be repeated.
Goals for Standardized Exams

- Provide learners with information about their knowledge and skills in comparison to the national norm for learner achievement.
- Identify new learners entering an Academic Program who may benefit from additional strategies to facilitate success in learning.
- Provide remediation for any identified competency deficiencies.
- Build individualized learning plans, including faculty advising.
- Assist learners in achieving the stated learning objectives.
- Provide data for curriculum reviews and program outcomes.

Preparation for Licensure

- NCLEX-RN® Review online portion will be delivered in stages, throughout the entire pre-licensure Academic Program, with in-person Live Review preparation immediately prior to graduation.

The Live Review will be facilitated by a qualified faculty member or an outside NCLEX-RN® consultant.

Standardized RN Exit Exam includes preparation materials, practice exams, software, and interventions, developed and peer reviewed for authoritative content and variety of delivery methods. The RN Exit Exam is a predictor of success on the NCLEX-RN® exam and will assist learners in preparation for RN licensure examination.
“Grading System and Grading Scale” section replaces the “Grading System and Grading Scale” on page thirty-nine (39) of the 2015-2016 College Catalog, published in July 2015.

Grading System and Grading Scale
A passing grade of “C” or higher is required in all courses. Completion of all learning activities, as prescribed by a course syllabi, including assignments and quizzes, is required to pass the course. Failure to complete any required learning activity will result in a failure of a course. Any course with a failing grade must be repeated before progressing in the Academic Program. Learners may repeat a course only one (1) time.

Nursing Core Courses and Anatomy, Physiology, and Pathophysiology

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Grade Percentage</th>
<th>Grade Points</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90-100%</td>
<td>4.0</td>
<td>Passing</td>
</tr>
<tr>
<td>B</td>
<td>81-89%</td>
<td>3.0</td>
<td>Passing</td>
</tr>
<tr>
<td>C</td>
<td>77-80%</td>
<td>2.0</td>
<td>Passing</td>
</tr>
<tr>
<td>D</td>
<td>69-76%</td>
<td>1.0</td>
<td>Failing</td>
</tr>
<tr>
<td>F</td>
<td>0-68%</td>
<td>0.0</td>
<td>Failing</td>
</tr>
</tbody>
</table>

General Education (GE) Courses (not including Anatomy, Physiology, and Pathophysiology)

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Grade Percentage</th>
<th>Grade Points</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90-100%</td>
<td>4.0</td>
<td>Passing</td>
</tr>
<tr>
<td>B</td>
<td>80-89%</td>
<td>3.0</td>
<td>Passing</td>
</tr>
<tr>
<td>C</td>
<td>70-79%</td>
<td>2.0</td>
<td>Passing</td>
</tr>
<tr>
<td>D</td>
<td>60-69%</td>
<td>1.0</td>
<td>Failing</td>
</tr>
<tr>
<td>F</td>
<td>0-59%</td>
<td>0.0</td>
<td>Failing</td>
</tr>
</tbody>
</table>

AU – Audit – is recorded when a learner takes a course for no academic credit. An AU status has no effect on grade point average (GPA) or rate of progress for purposes of calculating SAP.

I – Incomplete – is recorded when a learner is unable to complete the coursework by the end of the semester or if additional remediation is required. If a learner fails to complete the required coursework by the end of the semester, or if additional remediation is required, and reasonably believes that, with additional time, he/she could fulfill the requirements, the learner should request an Incomplete status from the course instructor. The decision to grant this request is at the discretion of the instructor.

When an Incomplete status is granted, both the learner and instructor must agree in writing on provisions for the make-up and/or remedial work. The Incomplete status cannot extend beyond the end of the following semester. When all required make-up and/or remedial work is completed in a satisfactory manner and within the allowed timeframe, the instructor will request that the Incomplete status change to the letter grade earned. Failure to complete the required work within the allowed timeframe will result in a failure of the course and the Incomplete status will be changed to an “F” grade.
L – Leave – is recorded when a learner takes an approved Leave of Absence before completing the required coursework for the semester. The “L” status has no effect on GPA or rate of progress for purposes of calculating SAP.

W – Withdrawal – is recorded when a learner officially withdraws from a course after the end of the add/drop period. Withdrawals have no effect on GPA; however, course credits will be considered as attempted but not completed for the purpose of calculating the maximum time frame and course completion rate portions of SAP.
“Graduation Requirements” section replaces the “Graduation Requirements” on page forty (40) of the 2015-2016 College Catalog, published in July 2015.

Graduation Requirements
To be eligible for graduation and conferral of the degree, learners must meet all graduation requirements:

- successfully complete all required coursework and achieve minimum 2.0 grade point average (GPA) in the Academic Program;
- fulfill all general education requirements;
- successfully complete all faculty-prescribed program exit remediation plans, which may include a variety of didactic, lab, and/or clinical learning activities, practice NCLEX-style testing, and course(s) auditing, if applicable;
- complete all required course components of the complimentary NCLEX® Live Review;
- attend the complimentary NCLEX® Prep Immersion workshop;
- be current on financial obligations to the College;
- complete the Federal Direct Student Loans exit counseling and any other FA requirements, if applicable; and
- complete the Graduation Clearance Form.
“BMTC-to-BSN Bridge Program Description” section replaces the “BMTC-to-BSN Bridge Program Description” on page sixty-seven (67) of the 2015-2016 College Catalog, published in July 2015.

**BMTC-to-BSN Bridge Program Description**

The BMTC-to-BSN Bridge Program is based on and stems from the current ADN and RN-to-BSN Bridge Programs at Nightingale College. This Bridge Program is available for current or past military corpsmen or medics that have completed the Basic Medical Training Corpsman (BMTC) program (or other military equivalent). Learner outcomes (LOs) and content of the BMTC-to-BSN Bridge Program are identical to those in the current ADN and RN-to-BSN Bridge Programs. The BMTC-to-BSN Bridge Program was developed by mapping the current BMTC curriculum against Nightingale College’s current ADN curriculum in order to determine what nursing core content was previously covered in the BMTC curriculum for a nursing degree. After the overlapping components of both curricula were identified, courses were created based on needs identified for this Bridge Program.

<table>
<thead>
<tr>
<th>Number of GE Credits Transferred In</th>
<th>Semesters to Complete BMTC-to-BSN Bridge Program</th>
<th>Weeks of Instruction to Complete BMTC-to-BSN Bridge Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-7</td>
<td>7</td>
<td>112</td>
</tr>
<tr>
<td>8-23</td>
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<td>96</td>
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<td>24-41</td>
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<td>80</td>
</tr>
<tr>
<td>42-48</td>
<td>4</td>
<td>64</td>
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Learners may enroll in the residential Program option at the Ogden campus or in the full distance Program option at an approved Dedicated Distance Cohort (DDC) site. Learners engage in online didactic, on-ground lab, on-ground clinical experiences, and capstone project experiences in community nursing, leadership, policy, ethics, critical care, gerontology, health promotion, disease prevention, informatics, and other key nursing concepts. The curriculum is specifically constructed to promote career mobility in nursing. Upon satisfactory completion of the prescribed BMTC-to-BSN Bridge Program curriculum, the learner will earn a Bachelor of Science in Nursing (BSN) degree.

The BMTC-to-BSN Bridge Program has not yet been accredited by a national nursing programmatic accreditor. The Program is currently undergoing accreditation activities and is being reviewed by the Commission on Collegiate Nursing Education (CCNE). The education completed prior to the final accreditation determination by the CCNE will satisfy Utah’s requirements for licensure. However, the College does not guarantee that the Program will become accredited.
“ADN Program Pre-Licensure Nursing Core Course Descriptions” section on page ninety-six (96) has been stricken from the 2015-2016 College Catalog, published in July 2015.

ADN Program Pre-Licensure Nursing Core Course Descriptions