Nightingale College
Catalog Addendum Digest
2015-2016 Academic Year

Copyright © Nightingale College 2015. All rights reserved. No part of this catalog may be copied, reproduced, stored in a retrieval system, or transmitted, in any form or by any means, electronic, mechanical, photocopying, recordings, or otherwise, without the written permission of Nightingale College. Nightingale College’s Logo, Nightingale College’s Seal, “Cradling Flames”, “Confidence Competence Compassion”, and “Nightingale Difference” are trademarks of Nightingale College.

Published January 2016
# Table of Contents

Mission Statement .................................................................................................................. 3
Values Statement .................................................................................................................... 4
Approvals, Affiliations, Accreditation ..................................................................................... 5
Facilities .................................................................................................................................. 7
Learner Classifications .......................................................................................................... 8
Adding or Dropping Courses ................................................................................................. 10
Leave of Absence .................................................................................................................. 11
Joining Forces Scholarship .................................................................................................... 13
Non-Discrimination, Equal Opportunity, and Accommodations for Persons with Disabilities .... 14
Academic Success Plan ......................................................................................................... 15
Grading System and Grading Scale ....................................................................................... 17
Graduation Requirements ...................................................................................................... 19
Tutoring ................................................................................................................................... 20
Tuition and Fees: BMTC-to-BSN Bridge Program ................................................................. 21
BMTC-to-BSN Bridge Program Description ........................................................................ 22
Tuition and Fees: RN-to-BSN Bridge Program ..................................................................... 23
General Education Course Descriptions ............................................................................ 24
Upper-Division General Education Course Descriptions ................................................... 27
ADN Program Pre-Licensure Nursing Core Course Descriptions ....................................... 31
Learner Personal Contact and Demographic Information ................................................... 32
Learner Financial Responsibilities and Academic Program Progress ................................ 33
Late Payment Fees ............................................................................................................... 34

Mission Statement
Guided by the principles of confidence, competence, and compassion, Nightingale College is committed to creating pathways to educational and professional success for its learners, alumni, and collaborators; to improving the communities it serves; and to elevating health care.

Values Statement
Florence Nightingale, the founder of modern nursing, lit the way for success with her unwavering values. Today and always, we commit to following her path of going Beyond Self with Excellence, Integrity, Respecting Humanity, Collaboration, Continuous Improvement, and Accountability.

- Beyond Self: A commitment to selflessly serving others.
- Excellence: A commitment to actualizing all potentials.
- Integrity: A commitment to doing what is right.
- Respecting Humanity: A commitment to honoring and accepting every individual.
- Collaboration: A commitment to building synergy and succeeding together.
- Continuous Improvement: A commitment to evolving relentlessly.
- Accountability: A commitment to fulfilling all commitments.

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 Classifications” section replaces the “Learner Classifications” on page fifteen (15) of the 2015-2016 College Catalog, published in July 2015.

Learner Classifications

**Full-time**
A learner who is registered for twelve (12) or more semester credits.

**Three-quarters time**
A learner who is registered for nine (9) – eleven (11) semester credits.

**Half-time**
A learner who is registered for six (6) – eight (8) semester credits.

**Less than Half-time**
A learner who is registered for less than six (6) semester credits.

**Auditor**
A learner who is enrolled in a class but is not taking the course for credit.

**Advanced Placement**
The College offers advanced placement in the Associate Degree Nursing (ADN) Program to qualified Licensed Practical and Vocational Nurses (LPN/LVN). In order to be considered for advanced placement, the learner must hold a current, active, and unencumbered license to practice as an LPN/LVN in any U.S. jurisdiction. Advanced Placement learners are granted a block transfer of credit for Level I nursing courses, free of charge. In order to earn a block transfer of credit for Level II nursing courses, the candidates must pass the required placement exams as described in the Admissions Requirements and Procedures section of the ADN Program.

**Matriculated**
A learner who has completed all admission and pre-matriculation requirements is considered matriculated in an Academic Program. See the corresponding program’s Admissions section of this Catalog for more information.

**Non-Matriculated**
Non-matriculated learners (also called “continuing education” or “non-degree” learners) are those who aren’t enrolled in a degree program. For more information, see the Non-Matriculated Learners Requirements section of this Catalog.

**Partial Graduation**
A learner who has successfully completed the Academic Program course requirements but has one (1) or more other graduation requirements outstanding will be granted the Partial Graduation status for up to one (1) additional semester. The degree will not be conferred and, if applicable, the learner may not apply for RN licensure and take the NCLEX-RN® exam until all graduation requirements are met. If all graduation requirements are not completed within the allowed timeframe, the learner will be withdrawn from the College without graduating. The learner may request reinstatement for graduation in the future upon...
completing all graduation requirements. The College, at its sole discretion, may grant the request and charge a $100 non-refundable reinstatement for graduation fee.

Note to pre-licensure programs: The learner who does not complete all graduation requirements within one (1) semester of program completion will be required to retake, at the learner’s expense, and pass the standardized exit exam and benchmark evaluation. If the learner does not successfully pass the exam and/or benchmark evaluation, he/she will be required to complete prescribed remediation in addition to normal graduation requirements before graduation clearance is issued.
“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.

Leave of Absence

Should circumstances occur making it impractical or impossible for the learner to continue uninterrupted progression within the Academic Program, he/she has the option of applying for a Leave of Absence (LOA).

An LOA may be granted by the Program Manager only if, to date, the learner has maintained a GPA of 2.0 or greater. The learner may need to meet other predetermined requirements prior to returning from the LOA. To apply for an LOA, the learner must submit a signed, dated written application specifying the reason for the LOA prior to the anticipated start of the LOA, unless unforeseen circumstances prevent the learner from doing so.

Note: The GPA requirement does not apply to new learners who have not completed at least one (1) full semester at the College.

Full-Semester LOA

The full-semeter LOA may be granted to learners who have successfully completed at least one (1) academic semester at the College and have received final grades under the following conditions:

1. The combined LOA must not exceed 180 days in any consecutive twelve (12) month period.
2. Failure to return from an approved LOA by the specified date will result in the learner's automatic withdrawal from the Academic Program with the retroactive determination of the last day of attendance and the appropriate proration of tuition and fees. The College will also perform the necessary refund and Return to Title IV calculations at that time.
3. Upon return from the full-semeter LOA, the learner will be registered in the next full semester according to the predetermined course sequence.
4. The learner’s Financial Aid package will remain unchanged unless the College adjusts the Academic Program’s tuition and fees or the learner crosses into a new Title IV award year or loan period.

Full-semeter LOA may also be requested when the last day of attendance falls within the first two (2) weeks of a semester. Learners will not incur any tuition charges in these instances unless they do not return from the approved LOA by the specified date.

Semester-in-Progress LOA

The semester-in-progress LOA may be granted to learners after the completion of the add/drop period and before the end of any given semester under the following conditions:

1. The combined LOA must not exceed 180 days in any consecutive twelve (12) month period.
2. The learner is reasonably expected to return from the LOA on the specified date.
3. The learner will be given a grade of “L” for courses that are incomplete at the time of the partial-semester LOA approval.
4. In the following semester, the learner must enroll in the exact point within the courses that were in progress at the time the LOA was granted. However, the learner must audit the portions of the courses he/she completed prior to the LOA. The learner will be charged full tuition for the incomplete semester based on the number of credits attempted prior to the LOA. However, the learner will not be charged any additional tuition after the return from the LOA for the incomplete course(s) attempted at the time the LOA was granted.
5. Failure to return from an approved LOA by the specified date will result in the learner's automatic withdrawal from the Academic Program, at which time the refund for withdrawal will be calculated based on the original last day of attendance prior to the LOA. Furthermore, the learner may receive failing grades in the courses, be subject to modified loan repayment terms including the expiration of the learner’s grace period, and will be subject to the return of Title IV funds.

If the learner receives Title IV Federal Student Aid (FSA), the funds will not be returned while the learner is on LOA.
“Joining Forces Scholarship” section replaces the “Joining Forces Scholarship” on page twenty-one (21) of the 2015-2016 College Catalog, published in July 2015.

Joining Forces Scholarship
The Joining Forces Scholarship is designed to assist servicemembers and veterans in achieving educational and professional goals. The scholarship will be applied during the FA packaging process. The Joining Forces Scholarship cannot be combined with any other College scholarships or tuition or fee waivers.

Eligibility Requirements
- Must be an active duty or reserve member of the U.S. Uniformed Services, or
- Must be an honorably discharged or retired veteran, or
- Must be a spouse of an active duty member of the U.S. Uniformed Services, and
- Must enroll in a degree program at the College and maintain a minimum 3.00 GPA.

Scholarship Information
Learners enrolling, re-entering, or returning from an LOA in or after Summer 2016 Semester: Active duty learners meeting the eligibility requirements will receive a scholarship in the amount of $250 per semester credit toward tuition at the College. Veteran learners and spouses meeting the eligibility requirements will receive a scholarship in the amount of $170 per semester credit toward tuition at the College.

All other learners: Learners meeting the eligibility requirements will receive a scholarship in the amount of $335 per semester credit toward tuition at the College.

Learners must request the JFS by submitting an application and all required supporting documentation to the Financial Aid Office prior to the expiration of the add/drop period in the semester in which JFS is first requested. In addition, active duty servicemembers and spouses of active duty servicemembers must provide proof of continued eligibility prior to the expiration of the add/drop period in every semester for which JFS is requested. JFS is not applied retroactively. For the listing of acceptable eligibility documentation, refer to the College’s website. Learners receiving the Joining Forces Scholarship do not qualify for the semester tuition charges described in the respective program sections of the Catalog and will be charged tuition per credit.

Note: Only active duty and reserve members of the U.S. Uniformed Services, who are non-matriculated learners, will receive a scholarship in the amount of $585 per semester credit toward tuition in the following GE courses only: COM 301, ENG 120, HUM 110, MAT 100, PSY 201, and SOC 220.

Non-Discrimination, Equal Opportunity, and Accommodations for Persons with Disabilities

The College believes in and is committed to all principles of equal opportunity and non-discrimination in education and employment of its learners, faculty, staff, and any applicants for admission or employment. The College and its collaborators will not discriminate against any learner or collaborator, present or future, on the basis of race, color, sex, gender identity, sexual orientation, religion, age, veteran status, marital status, or ethnic background. These policies are aligned with the Civil Rights Act of 1964, related to Executive Order 11246 and 11357; Title IV of the Education Amendments Act of 1972; Section 402 of the Vietnam Era Veteran’s Readjustment Assistance Act of 1974; and all civil laws of the State of Utah.

The College adheres to these principles in its admissions, financial aid and scholarships, and career support as well as all other learner-related services and educational programs.

In support of Sections 503/504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, the College is committed to providing reasonable accommodations to learners with disabilities. The College campus and DDC locations are accessible for persons with disabilities. Notwithstanding the foregoing, all learners are required to achieve all stated learning outcomes and to have the physical and mental abilities necessary to perform successfully and meet the objectives of the Academic Program. To request an accommodation, the learner is required to submit a written request and to provide documentation from a health care practitioner detailing the specifics of the accommodations requested to the Program Manager. The learner will be notified in writing regarding any reasonable accommodation decision. The details of the request will be kept confidential.

The College President is the officer in charge of assuring compliance with all non-discrimination, equal opportunity, and reasonable accommodation policies. Grievances regarding these policies should be submitted in writing to the College President. The learner will receive a written response within ten (10) business days from the receipt of the grievance.
“Academic Success Plan” section replaces the “Academic Success Plan” on page thirty-seven (37) of the 2015-2016 College Catalog, published in July 2015 and on page ten (10) of the Catalog Addendum, published in August 2015.

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. The prescribed remediation is part of the required coursework and must be completed to earn a passing grade in a course. 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 who do not achieve minimum required score on a benchmark evaluation cannot progress in the Program or graduate until successfully completing remediation.
4. Learners will be required to meet with a Faculty Academic Advisor and/or Program Manager to determine additional remediation requirements.
5. Remediation must be successfully completed within the following semester. However, in order to progress in the Academic Program within the original timeline, remediation must successfully be completed before the end of the add/drop period.
Failure to successfully complete remediation within the following semester 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 on-ground 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 and on page twelve (12) of the Catalog Addendum, published in August 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, quizzes, and remediation, 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>

Note: Grading is based on unrounded percentages.

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

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 prescribed remediation, if applicable;
- complete the complimentary NCLEX® Live Review course;
- 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.
“Tutoring” section replaces the “Tutoring” on page forty-nine (49) of the 2015-2016 College Catalog, published in July 2015.

**Tutoring**
The College offers limited tutoring services as needed, free of charge. Learners may cancel a tutoring session up to four (4) hours prior to the scheduled time without incurring a cancelation fee of $35.

Tuition and Fees: BMTC-to-BSN Bridge Program

Tuition for the BMTC-to-BSN Bridge Program is $835 per semester credit prior to the application of the Joining Forces Scholarship. Tuition does not include the non-refundable application fee. The College reserves the right to change its tuition and fees at any time with a 30-day notice.

Pre-Licensure Nursing Core Courses

Additional Program fees are presented in the table below.

<table>
<thead>
<tr>
<th>Item</th>
<th>Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Digital Learning Resources Package (eBooks)</td>
<td>$2,200</td>
</tr>
<tr>
<td>Digital Learning Resources Package (Hardbound Textbooks)</td>
<td>$2,700</td>
</tr>
<tr>
<td>Digital Learning Resources Package (eBooks &amp; Hardbound Textbooks)</td>
<td>$3,400</td>
</tr>
<tr>
<td>Nursing Kit</td>
<td>$140</td>
</tr>
<tr>
<td>Uniforms</td>
<td>$80</td>
</tr>
</tbody>
</table>

Note: eBooks include a limited time edition updates from the publishers at no additional cost. New learners may elect to substitute hardbound textbooks for eBooks after the mandatory trial. Any learner may elect to purchase the hardbound textbooks in addition to the eBooks for $1,200 at any time. Learners may elect to purchase the required hardbound editions of all textbooks from third-party providers. Publishers may update any textbook during the learner’s enrollment. In such case, the learner is responsible for purchasing the updated hardbound editions.

Upper-Division (400-Level) Nursing Core Courses

The additional $100 per course fee includes all required digital textbooks (eBooks) and hardbound reference materials.

General Education Courses

The additional $100 per course fee includes all required digital textbooks (eBooks) and hardbound reference materials. The following courses require a payment of a lab fee of $75 per course: SCI 220, SCI 221, and SCI 251.

Tuition does not include the non-refundable application and testing fee. In addition, learners are responsible for expenses, like transportation and lodging, if any, associated with the required preceptorships and clinical rotations.
“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>
<td>6</td>
<td>96</td>
</tr>
<tr>
<td>24-41</td>
<td>5</td>
<td>80</td>
</tr>
<tr>
<td>42-48</td>
<td>4</td>
<td>64</td>
</tr>
</tbody>
</table>

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.

Tuition and Fees: RN-to-BSN Bridge Program
Tuition for the RN-to-BSN Bridge Program is $10,020 per semester (12-16 semester credits), or $835 per credit (1-11 semester credits). Tuition does not include the non-refundable application fee. The College reserves the right to change its tuition and fees at any time, with a 30-day notice.

The additional $100 per course fee includes all required digital textbooks (eBooks) and hardbound reference materials. The following courses require a payment of a lab fee of $75 per course: SCI 220, SCI 221, and SCI 251.

Nightingale College Alumni Tuition Waiver
A tuition waiver of $460 per semester credit will be applied to the accounts of the College’s associate degree graduates at the time tuition is charged. An additional $50 per semester credit waiver will be applied to the accounts of the College’s Associate Degree graduates who enter the RN-to-BSN Bridge Program in the semester directly following the cohort graduation date and complete the RN-to-BSN Bridge Program as originally scheduled. Learners receiving the tuition waiver do not qualify for the semester tuition charges described above and will be charged tuition per credit.

Note: All general education course fees will be waived for learners completing at least one (1) full-time GE semester at the College and paying the full retail semester tuition of $10,020. This waiver does not apply to non-matriculating active duty and reserve members of the U.S. Uniformed Services nor learners receiving the Joining Forces Scholarship.
“General Education Course Descriptions” section replaces the “General Education Course Descriptions” on page eighty (80) of the 2015-2016 College Catalog, published in July 2015.

General Education Course Descriptions

ENG 120: English Composition I

Delivery Modality: Distance (online didactic instruction)  
Semester Credits: 3 (Didactic)  
Contact Hours: 45  
Outside Preparation: An average of three (3) hours per week for every didactic credit hour  
Typically Offered: Fall, Spring, and Summer  
Prerequisites: Minimum score of 56 on the ACCUPLACER® Reading Comprehension exam and minimum score of 55 on the ACCUPLACER® Sentence Skills exam  
Corequisites: None  
Description: This course helps learners develop quality writing skills by explaining and identifying the steps involved in the writing process. Six types of writing are examined: argumentative, compare/contrast, descriptive, narrative, persuasive, and summary. Learners will write a minimum of 20 pages as a requirement for the course. The importance of proper grammar, punctuation, and spelling is highlighted, as emphasis is placed on editing and revising pieces of writing. Learners also learn proper research techniques, utilizing the American Psychological Association (APA) style.

HUM 110: Western Civilization I

Delivery Modality: Distance (online didactic instruction)  
Semester Credits: 3 (Didactic)  
Contact Hours: 45  
Outside Preparation: An average of three (3) hours per week for every didactic credit hour  
Typically Offered: Summer  
Prerequisites: None  
Corequisites: None  
Description: This course introduces western civilization from pre-history to the early modern era. Western Civilization refers to the civilization that began in the ancient Near East and then developed primarily in Europe, northern Africa and the westernmost edges of Asia. Learners will concentrate on several major themes: the rise and fall of the ancient and classical civilizations that were forerunners to the rise of the West, the cultural legacy of these civilizations, the changing role of religion in society and changes in religion itself, and the development of political institutions. Topics include ancient Greece, Rome, and Christian institutions of the Middle Ages and the emergence of national monarchies in western Europe.
### MAT 100: Intermediate Algebra

<table>
<thead>
<tr>
<th>Delivery Modality:</th>
<th>Distance (online didactic instruction)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester Credits:</td>
<td>3 (Didactic)</td>
</tr>
<tr>
<td>Contact Hours:</td>
<td>45</td>
</tr>
<tr>
<td>Outside Preparation:</td>
<td>An average of three (3) hours per week for every didactic credit hour</td>
</tr>
<tr>
<td>Typically Offered:</td>
<td>Fall, Spring, Summer</td>
</tr>
<tr>
<td>Prerequisites:</td>
<td>Passing score on the ACCUPLACER® placement exam (effective Summer 2016 Semester)</td>
</tr>
<tr>
<td>Corequisites:</td>
<td>None</td>
</tr>
<tr>
<td>Description:</td>
<td>This course provides a working knowledge of Intermediate Algebra and its applications. Emphasis is placed on algebraic techniques with polynomials, rational expressions, exponents, radical expressions and equations, factoring, linear and quadratic equations, inequalities, logarithmic and exponential functions, and solving systems of two or more linear equations. Upon completion, learners will be able to solve real world problems and be prepared to take College Algebra.</td>
</tr>
</tbody>
</table>

### PSY 201: Introduction to Psychology

<table>
<thead>
<tr>
<th>Delivery Modality:</th>
<th>Distance (online didactic instruction)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester Credits:</td>
<td>3 (Didactic)</td>
</tr>
<tr>
<td>Contact Hours:</td>
<td>45</td>
</tr>
<tr>
<td>Outside Preparation:</td>
<td>An average of three (3) hours per week for every didactic credit hour</td>
</tr>
<tr>
<td>Typically Offered:</td>
<td>Fall, Spring, and Summer</td>
</tr>
<tr>
<td>Prerequisites:</td>
<td>None</td>
</tr>
<tr>
<td>Corequisites:</td>
<td>None</td>
</tr>
<tr>
<td>Description:</td>
<td>This course is designed to give the learner a basic understanding of the psychology of human behavior. The learner will be given exposure to the concepts, terminology, principles, and theories that comprise an introductory course in psychology. Topics covered are to synthesize the broad range of knowledge about psychology, to emphasize research methodology, to encourage critical thinking, and to convey a multicultural approach that respects human diversity and individual differences.</td>
</tr>
</tbody>
</table>

### SCI 220: Human Anatomy with Lab

<table>
<thead>
<tr>
<th>Delivery Modality:</th>
<th>Distance (online didactic instruction, virtual lab)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester Credits:</td>
<td>4 (3 Didactic, 1 Lab)</td>
</tr>
<tr>
<td>Contact Hours:</td>
<td>75 (45 Didactic, 30 Lab)</td>
</tr>
<tr>
<td>Outside Preparation:</td>
<td>An average of three (3) hours per week for every didactic credit hour</td>
</tr>
<tr>
<td>Typically Offered:</td>
<td>Fall, Spring, and Summer</td>
</tr>
<tr>
<td>Prerequisites:</td>
<td>None</td>
</tr>
<tr>
<td>Corequisites:</td>
<td>SCI 221 (or equivalent): Human Physiology with Lab</td>
</tr>
<tr>
<td>Description:</td>
<td>In conjunction with SCI 221: Human Physiology, this course provides a comprehensive look at the human body’s anatomy and functions. Topics include organization of the body, characteristics of life, and anatomical terminology. The skin, skeletal system, muscles, digestive, urinary, lymphatic, circulatory, reproductive, and nervous systems are examined. Sensory organs and the endocrine system are also presented. This course contains a lab component (1 credit hour), where learners will be able to practice and apply principles they are learning in the didactic portion (3 semester credits) of the class.</td>
</tr>
</tbody>
</table>
### SCI 221: Human Physiology with Lab

- **Delivery Modality:** Distance (online didactic instruction, virtual lab)
- **Semester Credits:** 4 (3 Didactic, 1 Lab)
- **Contact Hours:** 75 (45 Didactic, 30 Lab)
- **Outside Preparation:** An average of three (3) hours per week for every didactic credit hour
- **Typically Offered:** Fall, Spring, and Summer
- **Prerequisites:** None
- **Corequisites:** SCI 220 (or equivalent): Human Anatomy with Lab
- **Description:** In conjunction with SCI 220: Human Anatomy, this course examines major parts of the body and how they work independently as well as together. Also explained are principles related to nutrition, metabolism, body fluid balances, and aging. Also presented are how the body maintains homeostasis, the relationship of chemistry to anatomy and physiology, and cell function and division. Several diseases and disorders are discussed as well as the cause, detection, and treatment of them. This course contains a lab component (1 credit hour), where learners will be able to practice and apply principles they are learning in the didactic portion (3 semester credits) of the class.

### SOC 220: Introduction to Sociology

- **Delivery Modality:** Distance (online didactic instruction)
- **Semester Credits:** 3 (Didactic)
- **Contact Hours:** 45
- **Outside Preparation:** An average of three (3) hours per week for every didactic credit hour
- **Typically Offered:** Fall
- **Prerequisites:** None
- **Corequisites:** None
- **Description:** This course provides a broad overview of sociology and how it applies to everyday life. This course introduces the scientific study of human society, culture, and social interactions. Topics include socialization, research methods, diversity and inequality, cooperation and conflict, social change, social institutions, and organizations. Upon completion, learners should be able to demonstrate knowledge of sociological concepts as they apply to the interplay among individuals, groups, and societies.
“Upper-Division General Education Course Descriptions” section replaces the “Upper-Division General Education Course Descriptions” on page eighty-two (82) of the 2015-2016 College Catalog, published in July 2015.

Upper-Division General Education Course Descriptions

**ANT 300: Cultural Anthropology**

- **Delivery Modality:** Distance (online didactic instruction)
- **Semester Credits:** 3 (Didactic)
- **Contact Hours:** 45
- **Outside Preparation:** An average of three (3) hours per week for every didactic credit hour
- **Typically Offered:** Spring
- **Prerequisites:** None
- **Corequisites:** None
- **Description:** This course provides a solid introduction for learners who are new to the branch of cultural anthropology. Learners are presented with all the basic information pertinent to the field. The topics discussed include relevant anthropological theories, ethnocentrism and culture, language and communication, economic and political systems, kinship and descent, marriage and family, gender and sexuality, race and ethnicity, religion and belief systems, the effects of colonialism and industrialization, and globalization.

**COM 301: Oral Communication**

- **Delivery Modality:** Distance (online didactic instruction)
- **Semester Credits:** 3 (Didactic)
- **Contact Hours:** 45
- **Outside Preparation:** An average of three (3) hours per week for every didactic credit hour
- **Typically Offered:** Fall
- **Prerequisites:** None
- **Corequisites:** None
- **Description:** This basic course in speech is designed to develop each learner's ability to communicate effectively in his or her academic, business, and social life. The major emphasis is on the preparation and delivery of formal speeches, but many areas of the communication process are explored. This course provides learners with the opportunity to practice and improve their listening and communication skills in English.
**ENG 302: Technical Writing II**

Delivery Modality: Distance (online didactic instruction)  
Semester Credits: 1 (Didactic)  
Contact Hours: 15  
Outside Preparation: An average of three (3) hours per week for every didactic credit hour  
Offered: Fall 2015  
Prerequisites: ENG 301 or equivalent  
Corequisites: NUR 420  
Description: This course is the second of the 3-course technical writing series (ENG 301, ENG 302, and ENG 303). Throughout the 3-course series, learners will receive an overview of commonly encountered professional genres such as memos, reports, journal articles, and grant proposals. Learners gain practice writing in these genres, with an emphasis on clarity and concision. They develop more sophisticated research skills and gain experience in communicating specialized information to non-specialist readers. Finally, they are exposed to the range of professional writing careers as they explore writing on both theoretical and practical planes through consideration of audience as well as wider professional, social, and cultural contexts. **In ENG 302: Technical Writing II,** learners will build upon what they learned in ENG 301 and will be given writing assignments that coincide with the second semester RN-to-BSN Bridge nursing courses.

**ENG 303: Technical Writing III**

Delivery Modality: Distance (online didactic instruction)  
Semester Credits: 1 (Didactic)  
Contact Hours: 15  
Outside Preparation: An average of three (3) hours per week for every didactic credit hour  
Offered: Fall 2015 and Spring 2016  
Prerequisites: ENG 301 and ENG 302, or equivalent  
Corequisites: NUR 490  
Description: This course is the third of the 3-course technical writing series (ENG 301, ENG 302, and ENG 303). Throughout the 3-course series, learners will receive an overview of commonly encountered professional genres such as memos, reports, journal articles, and grant proposals. Learners gain practice writing in these genres, with an emphasis on clarity and concision. They develop more sophisticated research skills and gain experience in communicating specialized information to non-specialist readers. Finally, they are exposed to the range of professional writing careers as they explore writing on both theoretical and practical planes through consideration of audience as well as wider professional, social, and cultural contexts. **In ENG 303: Technical Writing III,** learners will build upon what they learned in ENG 301 and ENG 302, and will be given writing assignments that coincide with the third semester RN-to-BSN Bridge nursing courses.
### ENG 310: Technical Writing

<table>
<thead>
<tr>
<th>Delivery Modality</th>
<th>Distance (online didactic instruction)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester Credits</td>
<td>3 (Didactic)</td>
</tr>
<tr>
<td>Contact Hours</td>
<td>45</td>
</tr>
<tr>
<td>Outside Preparation</td>
<td>An average of three (3) hours per week for every didactic credit hour</td>
</tr>
<tr>
<td>Prerequisites</td>
<td>None</td>
</tr>
<tr>
<td>Typically Offered</td>
<td>Fall, Spring, and Summer</td>
</tr>
<tr>
<td>Corequisites</td>
<td>NUR 470 and NUR 410</td>
</tr>
<tr>
<td>Description</td>
<td>This course is a critical introduction to the field of philosophical inquiry. After defining philosophy and identifying the major fields of philosophical study, the course examines the history of Western thought, from the famous Greek philosophers up to the cutting-edge intellectuals of today. The course then dives into various thematic topics, including metaphysics, epistemology, free will and determinism, evil and the existence of God, personal identity, ethical values, and political philosophy. The course concludes with an analysis of different perspectives, including Eastern philosophies, and postcolonial thought.</td>
</tr>
</tbody>
</table>

### HUM 300: Introduction to Philosophy

<table>
<thead>
<tr>
<th>Delivery Modality</th>
<th>Distance (online didactic instruction)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester Credits</td>
<td>3 (Didactic)</td>
</tr>
<tr>
<td>Contact Hours</td>
<td>45</td>
</tr>
<tr>
<td>Outside Preparation</td>
<td>An average of three (3) hours per week for every didactic credit hour</td>
</tr>
<tr>
<td>Typically Offered</td>
<td>Spring</td>
</tr>
<tr>
<td>Prerequisites</td>
<td>None</td>
</tr>
<tr>
<td>Corequisites</td>
<td>None</td>
</tr>
<tr>
<td>Description</td>
<td>This course is a critical introduction to the field of philosophical inquiry. After defining philosophy and identifying the major fields of philosophical study, the course examines the history of Western thought, from the famous Greek philosophers up to the cutting-edge intellectuals of today. The course then dives into various thematic topics, including metaphysics, epistemology, free will and determinism, evil and the existence of God, personal identity, ethical values, and political philosophy. The course concludes with an analysis of different perspectives, including Eastern philosophies, and postcolonial thought.</td>
</tr>
</tbody>
</table>
**MAT 320: Introduction to Statistics**

**Delivery Modality:** Distance (online didactic instruction)
**Semester Credits:** 3 (Didactic)
**Contact Hours:** 45
**Outside Preparation:** An average of three (3) hours per week for every didactic credit hour
**Typically Offered:** Fall, Spring, and Summer
**Prerequisites:** MAT 100 or equivalent
**Corequisites:** None
**Description:** In this course, learners will look at the properties behind the basic concepts of probability and statistics and focus on applications of statistical knowledge. Learners will learn about how statistics and probability work together. The subject of statistics involves the study of methods for collecting, summarizing, and interpreting data. Learners will learn how to understand the basics of drawing statistical conclusions. This course will begin with descriptive statistics and the foundation of statistics, move on to probability and random distributions, the latter of which enables statisticians to work with several aspects of random events and their applications. Finally, learners will examine a number of ways to investigate the relationships between various characteristics of data.

**SCI 321: Pathophysiology**

**Delivery Modality:** Distance (online didactic instruction)
**Semester Credits:** 3 (Didactic)
**Contact Hours:** 45
**Outside Preparation:** An average of three (3) hours per week for every didactic credit hour
**Typically Offered:** Fall, Spring, and Summer
**Prerequisites:** Minimum six (6) semester credits of Human Anatomy and Physiology
**Corequisites:** None
**Description:** This course describes the general principles of disease then presents information dealing with specific disorders of body systems or individual organs. The purpose of this course is to provide the learner with basic understanding of pathophysiology as a change from normal physiological functioning of the various systems of the human body. The course is based on illness and disease within a systems framework across the lifespan. Emphasis is put on select illnesses most often encountered by health professionals. The course focuses on critical thinking used to analyze the signs and symptoms based on the pathophysiology of these conditions.
“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
“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.

**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.