MESSAGE FROM THE PRESIDENT OF NIGHTINGALE COLLEGE

Dear Learner,

Welcome to Nightingale College! Please accept my heartfelt congratulations on your decision to become a registered nurse or advance your nursing degree! Learners entering a pre-licensure program have chosen to join the ranks of the most noble and rewarding profession, the profession built on unwavering dedication, personal sacrifice, and all-encompassing empathy of so many nurses who came before you. Although your educational journey may be difficult at times, you will reap the reward of utmost satisfaction when holding your nursing diploma for the first time and nothing will ever compare to the fulfillment that improving and saving lives of others will bring! As RNs, my colleagues and I can vouch for that.

I also commend those who have elected to continue their formal education and earn a higher academic degree! As has been established by numerous national studies, the outcomes in professional settings improve greatly through a better educated workforce. Your dedication to advancing your profession is admirable.

Everyone who works at Nightingale College, faculty, administration, and staff, has your success as the focal point and the reason for coming to work every single day. Through facilitating your learning and professional growth, we are developing new generations of well-educated, competent, confident, and compassionate registered nurses who, in turn, will improve the health and quality of life of individuals, families, and communities and contribute to the reshaping of health care across our nation.

Throughout your tenure at the College, you will encounter the special touches that we call the “Nightingale Difference”. We tirelessly invest in our faculty’s development, so they may continuously enhance your learning with the latest professional evidence and practices. Our innovative distance learning modalities allow for focused engagement in learning and greater flexibility in managing your life outside of the College. In our pre-licensure programs, the College offers smaller clinical groups so that each learner can receive personalized attention from faculty. High-fidelity simulation emerges you into realistic high-stakes clinical scenarios within a controlled and safe environment, so you can enrich your learning without jeopardizing patients’ well-being. The College’s comprehensive Learner Success Plan begins to prepare you for the NCLEX-RN® licensure exam within your very first nursing course and culminates in a comprehensive live review right before graduation.

Just as Florence Nightingale’s lamp lit up the night and helped the healing, let the Cradling Flame™ of the College’s Seal illuminate your way and guide you on your journey to graduation. Remember that all of us at Nightingale College are here to support you in becoming a great registered nurse or growing in your professional career. Once again, on behalf of the Board of Managers, faculty, administration, and staff, congratulations and welcome to the Nightingale family!

Mikhail Shneyder, RN
President and CEO
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Published July 2015
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ABOUT THE COLLEGE

History and Ownership
Nightingale College (“the College”) is an accredited, private post-secondary institution of higher learning focused on providing nursing education programs. Currently, the College offers associate and baccalaureate degree nursing programs.

Nightingale College was formed in 2010 and is owned by Nightingale College, LLC, a private Delaware limited liability company that is backed by Palm Ventures, LLC, a private-equity firm with a long successful history of investing in private post-secondary education institutions. In April 2011, the College commenced the associate degree programs. In September 2014, the College commenced the baccalaureate degree programs.

Board of Managers
Mary Bittner, Charles Cook (Chair), Michael Dakduk, Bradley Palmer, Mary-Anne Ponti, Jeffery Romney, Mikhail Shneyder, Deborah Snyder are the members of the Board of Managers.

Mission and Guiding Principles Statement
Nightingale College’s mission is centered on the educational and professional success of its learners and graduates, improving the communities it serves, and ultimately contributing to the reshaping of health care in the State of Utah and across the nation by preparing its nursing graduates according to the guiding principles of confidence, competence, and compassion.

Confidence: Incorporating evidence-based practices through scientific research findings and application in health interventions to provide safe and effective client care. Recognizing that clinical decision making is not a single event, but simultaneous processes that include assessment and client participation in planning, implementation, treatment, ongoing evaluation, and reflection.

Competence: Exhibiting social justice, caring, advocacy, protection from harm, respect for self and others. A graduate must incorporate collaboration and ethical behavior into clinical practice by observing, interpreting, responding to, and reflecting on ethical dilemmas, appropriate correct principles, and frameworks as a guide.

Compassion: Establishing relationships based on empathy, caring, mutual trust, and respect. Developing and implementing care that reflects the age, attitudes, belief system, core values, and client preferences. Also, demonstrating professional advocacy to ensure health care needs are met.

Values Statement
As the founder of modern nursing, Florence Nightingale lit up the path for our success with her unwavering values. Today and always, we walk in her footsteps of Excellence, Integrity, Respecting Humanity, Continuous Improvement, Collaboration, Accountability, and going Beyond Self.

- Excellence: We aim to excel in everything we do.
- Integrity: We do what we say and we say what we do.
- Respecting Humanity: We honor every individual, always.
- Continuous Improvement: We never settle.
- Collaboration: We achieve together.
- Accountability: We are empowered to succeed and take ownership of the outcomes.
- Beyond Self: We are fulfilled knowing that we improve lives across distance and time.
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

Upon successful completion of a pre-licensure program, the graduates are qualified to apply for Registered Nurse licensure and take the NCLEX-RN® examination. For more information, contact the local state board of nursing or the Utah State Board of Nursing:

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

Officers, Management, Faculty, and Staff
See the Catalog insert for a comprehensive listing of officers, management, faculty, and staff.

Academic Calendar

<table>
<thead>
<tr>
<th>Semester Start Date</th>
<th>May 4, 2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>New Learner Supplemental Orientation</td>
<td>May 4, 2015</td>
</tr>
<tr>
<td>Last day to add or drop courses</td>
<td>May 17, 2015</td>
</tr>
<tr>
<td>College is Closed for Memorial Day</td>
<td>May 25, 2015</td>
</tr>
<tr>
<td>College is Closed for Independence Day Observance</td>
<td>July 3 – July 4, 2015</td>
</tr>
<tr>
<td>College is Closed for Pioneer Day</td>
<td>July 24, 2015</td>
</tr>
<tr>
<td>Semester End Date</td>
<td>Aug 21, 2015</td>
</tr>
<tr>
<td>Commencement Ceremony (ADN-815 Cohort)</td>
<td>Sept 4, 2015</td>
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<table>
<thead>
<tr>
<th>Semester Start Date</th>
<th>Aug 31, 2015</th>
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<tbody>
<tr>
<td>New Learner Supplemental Orientation</td>
<td>Aug 31, 2015</td>
</tr>
<tr>
<td>College is Closed for Labor Day</td>
<td>Sept 7, 2015</td>
</tr>
<tr>
<td>Last day to add or drop courses</td>
<td>Sept 13, 2015</td>
</tr>
<tr>
<td>Constitution Day</td>
<td>Sept 17, 2015</td>
</tr>
<tr>
<td>College is Closed for Thanksgiving</td>
<td>Nov 26 – Nov 27, 2015</td>
</tr>
<tr>
<td>Semester End Date</td>
<td>Dec 18, 2015</td>
</tr>
<tr>
<td>Commencement Ceremony (ADN-1215 &amp; BSN-1215 Cohorts)</td>
<td>Jan 8, 2016</td>
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<table>
<thead>
<tr>
<th>Semester Start Date</th>
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<td>New Learner Supplemental Orientation</td>
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<tr>
<td>Last day to add or drop courses</td>
<td>Jan 17, 2016</td>
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<tr>
<td>College is Closed for Martin Luther King, Jr. Day</td>
<td>Jan 18, 2016</td>
</tr>
<tr>
<td>College is Closed for Presidents’ Day</td>
<td>Feb 15, 2016</td>
</tr>
<tr>
<td>Semester End Date</td>
<td>Apr 22, 2016</td>
</tr>
<tr>
<td>Commencement Ceremony (ADN-416 &amp; BSN-416 Cohorts)</td>
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<table>
<thead>
<tr>
<th>Semester Start Date</th>
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<td>May 30, 2016</td>
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<tr>
<td>College is Closed for Independence Day</td>
<td>July 4, 2016</td>
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<tr>
<td>College is Closed for Pioneer Day Observance</td>
<td>July 24 – July 25, 2016</td>
</tr>
<tr>
<td>Semester End Date</td>
<td>Aug 19, 2016</td>
</tr>
<tr>
<td>Commencement Ceremony (ADN-816 &amp; BSN-816 Cohorts)</td>
<td>Sept 2, 2016</td>
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### Fall Semester: Aug 29 – Dec 16, 2016

<table>
<thead>
<tr>
<th>Event</th>
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<tbody>
<tr>
<td>Semester Start Date</td>
<td>Aug 29, 2016</td>
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<tr>
<td>New Learner Supplemental Orientation</td>
<td>Aug 29, 2016</td>
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<tr>
<td>College is Closed for Labor Day</td>
<td>Sept 5, 2016</td>
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<tr>
<td>Last day to add or drop courses</td>
<td>Sept 11, 2016</td>
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<tr>
<td>Constitution Day Observance</td>
<td>Sept 16, 2016</td>
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<tr>
<td>College is Closed for Thanksgiving</td>
<td>Nov 24 – Nov 25, 2016</td>
</tr>
<tr>
<td>Semester End Date</td>
<td>Dec 16, 2016</td>
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<tr>
<td>Commencement Ceremony (ADN-12¹⁶ &amp; BSN-12¹⁶ Cohorts)</td>
<td>Jan 6, 2017</td>
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### Spring Semester: Jan 2 – Apr 21, 2017

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<td>Semester Start Date</td>
<td>Jan 2, 2017</td>
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<tr>
<td>New Learner Supplemental Orientation</td>
<td>Jan 2, 2017</td>
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<tr>
<td>Last day to add or drop courses</td>
<td>Jan 15, 2017</td>
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<tr>
<td>College is Closed for Martin Luther King, Jr. Day</td>
<td>Jan 16, 2017</td>
</tr>
<tr>
<td>College is Closed for Presidents’ Day</td>
<td>Feb 20, 2017</td>
</tr>
<tr>
<td>Semester End Date</td>
<td>Apr 21, 2017</td>
</tr>
<tr>
<td>Commencement Ceremony (ADN-4¹⁷ &amp; BSN-4¹⁷ Cohorts)</td>
<td>May 5, 2017</td>
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### Summer Semester: May 1 – Aug 18, 2017

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<tbody>
<tr>
<td>Semester Start Date</td>
<td>May 1, 2017</td>
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<tr>
<td>New Learner Supplemental Orientation</td>
<td>May 1, 2017</td>
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<tr>
<td>Last day to add or drop courses</td>
<td>May 14, 2017</td>
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<tr>
<td>College is Closed for Memorial Day</td>
<td>May 29, 2017</td>
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<tr>
<td>College is Closed for Independence Day</td>
<td>July 4, 2017</td>
</tr>
<tr>
<td>College is Closed for Pioneer Day Observance</td>
<td>July 24, 2017</td>
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<tr>
<td>Semester End Date</td>
<td>Aug 18, 2017</td>
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<tr>
<td>Commencement Ceremony (ADN-8¹⁷, BMTC-8¹⁷ &amp; BSN-8¹⁷ Cohorts)</td>
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### Fall Semester: Aug 28 – Dec 15, 2017

<table>
<thead>
<tr>
<th>Event</th>
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<tbody>
<tr>
<td>Semester Start Date</td>
<td>Aug 28, 2017</td>
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<tr>
<td>New Learner Supplemental Orientation</td>
<td>Aug 28, 2017</td>
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<tr>
<td>College is Closed for Labor Day</td>
<td>Sept 4, 2017</td>
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<tr>
<td>Last Day to add or drop courses</td>
<td>Sept 10, 2017</td>
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<tr>
<td>Constitution Day Observance</td>
<td>Sept 18, 2017</td>
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<tr>
<td>College is Closed for Thanksgiving</td>
<td>Nov 23 – Nov 24, 2017</td>
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<tr>
<td>Semester End Date</td>
<td>Dec 15, 2017</td>
</tr>
<tr>
<td>Commencement Ceremony (ADN-12¹⁷, BMTC-12¹⁷ &amp; BSN-12¹⁷ Cohorts)</td>
<td>Jan 5, 2018</td>
</tr>
</tbody>
</table>

### Observed Public Holidays
The College is closed in observance of the following holidays:

- **New Year’s Day**
- **Marin Luther King, Jr. Day**
- **Presidents’ Day**
- **Memorial Day**
- **Independence Day**
- **Pioneer Day**
- **Labor Day**
- **Thanksgiving**
- **Day after Thanksgiving**
- **Christmas Day**

*The College is closed from Christmas Day to New Year’s Day every year.*
Facilities
The College is located in Ogden, Utah. The campus occupies approximately 13,000 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.

Changes to Catalog
This Catalog is intended to provide general information to learners and prospective learners. The College reserves the right to make changes to this Catalog, at any time, to reflect changes in federal and state regulations, accreditation standards, and any other policy changes the College deems necessary. Changes to the Catalog are published in Catalog Addenda and summarized in the Catalog Addenda Digest, which are distributed to all learners via the learning management system and posted on the College’s website.
ACADEMIC CREDIT

Unit of Credit
The College offers 16-week semesters, consisting of fifteen (15) weeks of instruction and one (1) week of final evaluations.

One semester credit is equal to

- one contact hour of didactic instruction per week, or
- two contact hours of lab instruction per week, or
- three contact hours of clinical/preceptorship instruction per week.

Learners are required to complete all additional preparatory work outside of the scheduled contact hours in order to earn the academic credit in the course. For each enrolled semester credit, learners should spend a minimum of three additional hours per week engaged in preparatory course work. Specific additional preparatory requirements are listed in each course syllabus.

Transfer of Credit
Only official transcripts are accepted as proof of completion of previous coursework. To be considered for transfer of credit, general education (GE) and technical courses must be completed at an institution of higher learning accredited by an accrediting agency recognized by the U.S. Department of Education or the Council for Higher Education Accreditation (CHEA), or certain non-U.S. institutions of higher learning. See below for other transfer of credit requirements.

General Education (GE) Courses
The College will consider GE academic credits earned at other post-secondary institutions for transfer when the following conditions are met:

- A grade of “C” or better must be earned.
- Physical & Life Sciences and Mathematics core courses must be completed within seven (7) years preceding the anticipated start date at the College.
- All other general education courses do not have a recency requirement for transfer of credit.
- Courses must be at college level.

The College will consider transfer of credit for successful performance on select nationally recognized course challenge exams. Learners must submit official course challenge exam results for consideration.

Nursing Courses
The College will consider nursing academic credit earned at other post-secondary institutions for transfer when the following conditions are met:

- The course was completed at an associate or higher level RN program, accredited by the Accreditation Commission for Education in Nursing (ACEN), or the Commission on Collegiate Nursing Education (CCNE), or Commission for Nursing Education Accreditation (CNEA), or certain equivalent non-U.S. nursing programs.
- The course content and learning objectives and outcomes must closely match or exceed those of the corresponding course offered at the College. The course syllabus must accompany the request for transfer of credit.
- The course credit load must be equal to or more than that of the corresponding course offered at the College.
• The course was completed within the last three (3) years with a grade of “C” or better, and the content is not currently outdated or obsolete.
• The credit transferred for any single course may be no greater than the credit given in the corresponding course at the College.
• The learner must pass the skills and knowledge assessments as prescribed by the program of study, or, if not successful, complete prescribed remediation activities.

Learners are encouraged to audit the courses for which the transfer of credit has been granted.

The College reserves the right to accept or reject any and all credits earned at other post-secondary institutions. At least 50% of the total semester credits published in the corresponding program’s Curriculum Plan must be completed at the College. As an exception, learners granted advanced placement in the pre-licensure programs are required to complete a minimum of 50% of nursing core coursework at the College to earn the degree. Official transcripts should be sent to: Registrar, Nightingale College, 4155 Harrison Blvd., Suite 100, Ogden, Utah 84403.

Transferability of academic credits earned at the College is at the discretion of the receiving institution. The College does not imply, promise, or guarantee transferability of any credits earned at the College to any other post-secondary institution.

Academic Residency Waiver for Active Duty Servicemembers
Nightingale College limits academic residency to 25% of the degree requirements for all undergraduate degrees for active duty servicemembers. Academic residency can be completed at any time while active duty servicemembers are enrolled. Reservists and National Guardsmen on active duty are covered in the same manner.

Transfer of Credit Waiver through Prior Learning Assessment
If the credit transfer request does not meet one (1) or more of the transfer of credit policy requirements, the learner may request to complete the corresponding prior knowledge and skills assessment, if available, at his/her expense. If the learner successfully passes the required assessments, the transfer of credit will be granted. If the learner does not pass the required assessments, the transfer of credit will not be granted and he/she will be required to retake the course.

Minimum Passing Requirements
• HESI Exams: 800 (must remediate if the score is below 900)
• All Other Exams: 77%

Coursework Completed at Non-U.S. Institutions of Higher Learning
The College will evaluate coursework completed at non-U.S. institutions of higher learning for transfer of credit based on the criteria described in the Transfer of Credit section of the Catalog. In order for transfer of credit to be considered, learners must submit official coursework equivalency evaluations and an official transcript, English translation, completed by a certified transcript translation and evaluation service.
**Experiential Learning**
The College does not award credit for experiential learning, except as noted below.

The College will evaluate learning acquired through specialized military training and occupational experience for granting academic credit when applicable to a servicemember's or veteran’s degree program. The College recognizes and uses the American Council on Education (ACE) Guide to the Evaluation of Educational Experiences in the Armed Services in determining the value of learning acquired in military service, and awards credit for appropriate learning acquired in military service at levels consistent with the ACE Guide recommendations and/or those transcribed by the Community College of the Air Force, when applicable to a servicemember's program.

The College recognizes and uses the ACE National Guide to College Credit for Workforce Training in determining the value of experiential learning when applicable to a degree program.

**Extra-Institutional and Non-Instructional Learning**
Recognizing that learning occurs in extra-institutional and non-instructional settings, the College evaluates and awards appropriate undergraduate level credit for such learning through use of nationally recognized, nontraditional learning testing programs acknowledged in the ACE Guide to Educational Credit by Examination. These examinations include AP, CLEP, DLPT, DSST, and ECE.

**Audit Courses**
Audit is a registration status that allows a learner to attend a course without receiving credit. A learner who chooses to audit a course will be expected to adhere to all course, program, and institutional policies, including attendance and participation, which would apply to learners taking the course for credit. Audited courses are excluded from the calculation of financial aid eligibility. Audited courses do not count toward full-time learner status, nor are they considered in the determination of continuous enrollment. To audit a course, the learner must request approval from the course instructor and the Program Manager and, if approved, purchase all textbooks and supplies required in the course. A learner can audit up to two (2) courses during his/her enrollment at Nightingale College. There is no charge for auditing a course. However, clinical experiences may not be available.

**Maximum Credit Load**
The recommended maximum load for degree learners is sixteen (16) semester credits, including audited courses. A learner who, under special circumstances, needs to take more than sixteen (16) credits must obtain written permission from the Program Manager and pay the applicable tuition and fees.

**Repeat Coursework**
Learners who fail a course must retake and pass the course in order to progress to any courses for which the failed course is a prerequisite. Learners may repeat any course one (1) time only. Those who wish to repeat a course in order to improve the grade may be allowed to do so at the discretion of the Program Manager. Learners must pay for all repeated coursework and any updated required course materials. In some instances learners may be eligible to receive Title IV funds for repeat coursework.
REGISTRAR INFORMATION

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) year of program completion will be required to retake, at the learner’s expense, and pass the standardized exit exam. If the learner does not successfully pass the exam, he/she will be required to complete prescribed remediation in addition to normal graduation requirements.
Learner Cohort Structure
Learners in the Academic Programs are placed into cohorts, and progress is based on the predetermined course sequence. Cohort groups are formed based on the Academic Program (ADN, BMTC, or BSN) and the expected graduation date and are named according to the graduation date. For example, the Level 0 cohort in the ADN Program with the start date of August 31, 2015, and the expected graduation of April 2017 will be designated as the “ADN-417 Cohort.” Level 1, Advanced Placement, and re-entry learners become part of the cohort with the same projected graduation date.

Transcripts and Other Official Documents
Two (2) official transcripts of coursework at the College are furnished upon written request to each learner or graduate free of charge. Any additional transcript requests are subject to the current transcript fee. A charge may also be assessed for any other official document prepared by the Registrar.

Document Hold
A hold is applied against a learner’s file for non-payment of fees and/or tuition to the College. No documents, including official or unofficial transcripts or diplomas, will be released until the learner’s account is current.

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 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.

Full-Semester LOA
The full-segment 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-semester 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.

Full-semester 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.

**Partial-Semester LOA**
The partial-semester LOA may be granted to new learners who have not completed at least one (1) academic semester at the College and continuing learners may request to start an LOA while the semester is in progress 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. The learner must return to the exact point within the courses that were in progress at the time the LOA was granted. The learner will have an option to audit the portions of the courses he/she completed prior to the LOA.
5. 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.
6. 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.

**Cancellation of Enrollment**
New learners may cancel enrollment in the College, without incurring any tuition charges by providing a written notification to the Registrar before the expiration of the two-week add/drop period, or within three (3) business days of signing the Enrollment Agreement, whichever is later. For more information, see Refund for Cancellation of Enrollment section of this Catalog.

**Non-Matriculated Learners Requirements**
Non-matriculated learners (also called “continuing education” or “non-degree” learners) are those who aren’t enrolled in a degree program. Learners may register for individual courses without enrolling in a degree program. To be considered a non-matriculated learner and register for courses, the applicant must meet the following requirements:

1. Pay the $100 non-refundable application fee (the application fee is waived for active duty servicemembers).
2. Complete Application for Admissions (the Application and the paid fee are valid for one (1) year).
3. Submit official college transcripts for required course prerequisites to: Registrar, Nightingale College, 4155 Harrison Blvd., Suite 100, Ogden, Utah 84403. Any non-U.S. documents must be translated and evaluated by a certified academic credentials evaluation service. For more information, see the Transfer of Credit section of the Catalog.

4. Provide the required immunization and medical screening records (for courses with a clinical component).

5. Complete and pass a criminal background check (for courses with a clinical component).

6. Provide a current CPR card with BLS certification (for courses with a clinical component).

7. Complete and pass a 10-panel drug screening (for courses with a clinical component).

8. Complete the Financial Aid process and submit all required documentation.

9. Sign the Non-Matriculated Learner Enrollment Agreement.

**Immunizations**

Non-matriculated learners registering for courses with a clinical component must submit documentation of the following medical records prior to the first clinical class:

- Tuberculosis (TB) skin test – If the learner has not had a TB skin test within the previous year, an initial one-step PPD skin test is required. After the initial one-step PPD skin test with negative results, yearly one-step PPD skin tests are required. If the learner has a positive result, history of a prior positive result or having received a BCG vaccination in the past and proof of a negative chest X-ray, performed within the last six (6) months, are required.

- Varicella – Written attestation of history of the chicken pox disease, or proof of immunity (serologic titer), or prior vaccination with two (2) doses of varicella vaccine, given at least four (4) weeks apart.

- Measles, mumps, rubella (MMR) – Documentation of vaccination with two (2) doses of MMR given at least four (4) weeks apart or proof of immunity (serologic titer).

- Influenza – Annual influenza (flu) vaccinations are recommended. Clinical facilities may require learners to be vaccinated.

- Hepatitis B – Completed three-dose immunization series and proof of immunity (serologic titer). If beginning the HepB series, the learner must have evidence of first dose prior to the first clinical class and complete the series by the end of the second semester of enrollment. Learners who do not develop immunity to Hepatitis B following the immunization series must sign a waiver in order to continue enrollment in the ADN Program.

- Tetanus, diphtheria, pertussis – Proof of completed childhood three-dose immunization series, if available, and a Tdap (Tetanus, diphtheria, acellular pertussis) booster within the last ten (10) years.

*Note: Listed vaccinations are highly recommended for all health care professionals; however, learners have the right to sign vaccination declinations in lieu of providing the required medical records. Certain clinical facilities may not accept non-immunized learners for clinical rotations, which may impede the learner’s progress in the pre-licensure Program.*

**Criminal Background Check and Drug Screening**

Non-matriculated learners registering for courses with a clinical component must undergo a criminal background check and drug screening, as described below, prior to the first clinical class.

Learners are required to pay for and complete a new criminal background check and a 10-panel urine drug screening through the College’s third-party provider. Instructions will be provided with the acceptance letter.
**Cardio Pulmonary Resuscitation (CPR) Certification**

Non-matriculated learners registering for courses with a clinical component must hold a current Basic Life Support for Healthcare Providers certification.

Only Basic Life Support for Healthcare Providers certification from sources approved by the American Heart Association will be accepted. The certification must remain current during the learner’s full enrollment at the College. The College offers optional BLS certification classes for an additional fee.

**Tuition and Fees for Certain GE Courses for Active Duty and Reserve Members of the U.S. Uniformed Services**

Tuition for non-matriculating Active Duty and Reserve Members of the U.S. Uniformed Services for the GE courses COM 301, ENG 120, HUM 110, MAT 100, PSY 201, and SOC 220 is $250 per semester credit plus applicable course fees ($100 per course). Servicemembers may take up to five (5) of the aforementioned courses at the stated tuition rate.
**FINANCIAL INFORMATION**

**Financial Aid Overview**
Financial Aid (FA) staff will work individually with prospective learners to ensure that options for paying the cost of their education are explored. All financial arrangements must be made prior to the first day of class, and learners must meet all financial aid requirements at the time of graduation for release of transcripts, diploma, and participation in the commencement ceremony. For more information, contact the FA staff.

The learner and his/her family have the responsibility for planning and paying for college. Financial Aid includes resources such as scholarships, prepaid college savings plans, personal savings, personal income, and institutional, state, and Federal Student Aid (FSA).

The federal government provides many choices of FSA for qualified learners under Title IV of the Higher Education Act of 1965. Every year across the U.S., learners and parents receive more than $150 billion in FSA. FSA may include grants and loans:

**Grants**
Almost all federal grants are awarded to learners based on financial need. Grants do not need to be repaid unless funds were awarded incorrectly or the learner withdraws from school prior to the planned end of the semester.

**Loans**
A loan is a borrowed sum of money that is intended to pay for education and is expected to be paid back with interest. Federal Direct Student Loans usually offers borrowers lower interest rates and have more flexible repayment options than private loans from banks and other sources.

Learners are not eligible to receive Title IV funding at more than one (1) school concurrently.

**How to Apply for Federal Student Aid**
Federal Student Aid (FSA) is available to learners who qualify. Prospective learners interested in applying for FSA must

1. Obtain free information from the FA staff at the College or the U.S. Department of Education at www.studentaid.ed.gov or by calling 1-800-4-FED-AID (1-800-433-3243).
2. Create a FSA ID username and password to log on to the U.S. Department of Education (ED) website. The FSA ID allows learners to access private personal information on the ED websites such as the Free Application for Federal Student Aid (FAFSA®) at fasfa.gov. Parents of dependent learners will need to create a personal FSA ID if the parent will be signing the learner’s FAFSA electronically. Parents with multiple learners attending college can use the same personal FSA ID to sign all applications. Please note: Each FAFSA ID user must have a unique e-mail address.

   Learner’s FAFSA ID are used to sign legally binding documents electronically. It has the same legal status as a written signature. Do not release any FAFSA ID information including usernames and passwords. Releasing the information could put the learner at risk for identity theft.
3. Complete the online FAFSA at www.fafsa.ed.gov and follow the instructions provided.
4. Within a few days, the U.S. Department of Education will send the learner a Student Aid Report (SAR). The learner must review the SAR and, if necessary, make changes or corrections to the FAFSA. The complete, correct SAR will contain the learner’s Expected Family Contribution (EFC), the number used to determine the learner’s FSA eligibility.
5. Make an appointment with the FA staff to complete the process.

**Other Financial Aid**

*Alternative Private Loans*
Learners may also be eligible to apply for private education loans through a local bank, credit union, or other private institutions. For more information, learners should contact the College’s FA staff.

*Montgomery GI Bill*
Certain active duty servicemembers and reservists are entitled to receive a monthly education benefit once they have completed a minimum service obligation.

*MyCAA*
The My Career Advancement Account (MyCAA) Scholarship Program is a workforce development program that provides financial assistance to eligible military spouses who are pursuing a license, certification, or associate degree in a portable career field or occupation.

*Post-9/11 GI Bill*
Learners who have at least ninety (90) days of aggregate active duty service after Sept. 10, 2001, and either are current on active duty or have been honorably discharged or discharged with a service-connected disability after thirty (30) days may be eligible for this Veterans Administration (VA) program. The program has several distinct components, including Yellow Ribbon.

*Tuition Assistance*
Military Tuition Assistance is a benefit paid to eligible members of the Army, Navy, Marines, Air Force, and Coast Guard. Each service has its own criteria for eligibility, obligated service, application processes and restrictions. This money is usually paid directly to the institution by the specific military branch of service.

*Utah State Office of Rehabilitation (USOR)*
Vocational Rehabilitation services are provided under the State Office of Rehabilitation through programs located in both the Division of Rehabilitation Services (DRS) and Division of Services to the Blind and Visually Impaired (DSBVI).

*Vocational Rehabilitation*
A learner may receive vocational rehabilitation and employment services to help with job training, employment accommodations, resume development, and skills coaching. Other services may be provided to assist Veterans in starting their own businesses or independent living services for those who are severely disabled and unable to work in traditional employment.

*Workforce Innovation and Opportunity Act (WIOA)*
The Workforce Innovation and Opportunity Act (WIOA) is a federally funded program that provides support and training services to eligible customers. In Utah, WIOA is administered by the Department of Workforce Services. WIOA serves eligible adults, dislocated workers, and youth.

**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 meeting the eligibility requirements will receive a scholarship in the amount of $335 per semester credit toward tuition at the College (except BMTC-to-BSN Bridge Program). 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 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.

Title IV Credit Balances

When Title IV funds credits to a learner’s account exceeds the total allowable charges assessed by the College, the resulting credit balance will be returned to the learner or, in case of a Plus Loan, to the parent, within fourteen (14) calendar days after the credit balance occurred, if it occurred after the first day of classes.

The learner or parent may voluntarily authorize the College to hold a credit balance by signing a Credit Balance Waiver. However, the College will pay the remaining balance of loan funds by the end of the loan period and other Title IV funds by the end of the last payment period in the award year for which they were awarded.

The College may use Title IV credit balances to cover prior-year charges up to $200.

Federal Student Aid and Satisfactory Academic Progress

Learners awarded any FSA must maintain Satisfactory Academic Progress (SAP) to continue to qualify for FSA.

Learners who do not meet the Satisfactory Academic Progress (SAP) requirements will automatically be placed on a Financial Aid (FA) Warning for the following semester. See the SAP section of this Catalog for more information. A Financial Aid Warning letter will be sent to the learner within fourteen (14) days of failing to meet SAP. Learners placed on a Financial Aid Warning must meet with the FA staff in order to continue receiving further Title IV funding.

Learners on a FA Warning who do not meet the SAP requirements for the second consecutive semester are not eligible to participate in Title IV FSA programs without a successful appeal. A letter notifying the learner of the loss of Title IV eligibility and the right to appeal will be sent within fourteen (14) days of failing to meet SAP after the second consecutive semester. Only reasonable explanations for not meeting...
SAP will be considered in the appeal. A learner granted a favorable decision in the appeal will be put on Academic and Financial Aid probations and is entitled to receive Title IV funding only if he/she is in full compliance with the terms of the probations.

Learners who lose Title IV eligibility and successfully appeal for academic reinstatement may elect to continue their studies at the College on a cash-pay basis. Refer to Academic Remedies, Academic Appeals, Re-Entry Following Suspension, and Withdrawal from the College sections of this Catalog for more information.

Rights and Responsibilities of Learners Receiving Federal Student Aid

Learners have the right to

- know what financial aid programs are offered at the College;
- know the criteria for continued learner eligibility under each FSA program;
- know how the College determines whether the learner is making Satisfactory Academic Progress (SAP), what the consequences are of failing to make SAP, and how to reestablish eligibility for FSA;
- know the method of disbursement of FSA funds and the frequency of the disbursements;
- know the terms of any loans received as part of the Financial Aid package, receive a sample loan repayment schedule, and understand the necessity for repaying the loans;
- be supplied with exit counseling information upon graduation, dropping below half-time status, or withdrawing from the College;
- know how financial need is determined;
- know how cost of attendance is determined;
- know the institutional policy and the Title IV policy for refunds; and
- know the terms and conditions under which learners receiving Federal Direct Student Loans may obtain deferments or forbearances.

Learners have the responsibility to

- complete the FSA forms accurately and submit the form on time. Intentional misrepresentation on the FSFSA is a violation of law and a criminal offense subject to penalties;
- submit the FAFSA and other required paperwork every award year for continued eligibility in the FSA programs;
- maintain Satisfactory Academic Progress (SAP) to continue receiving FSA;
- check the learner e-mail account for important financial aid information;
- respond promptly to any request for documentation or information from the FA staff;
- complete loan entrance counseling prior to receiving the first disbursement of a Federal Direct Student Loan;
- understand the College’s Refund for Withdrawal policy and Return of Title IV Funds policy;
- repay any learner loans borrowed in a timely manner;
- complete loan exit counseling when withdrawing, graduating from the College, or dropping below half-time enrollment and holding Federal Direct Student Loans;
- notify the FA staff of any change in name, address, or attendance status;
- understand that all FSA is contingent on the individual learner’s continued eligibility and the availability of funds; and
- understand all forms and agreements signed and keep copies for personal records.
Refund for Cancellation of Enrollment
New learners may cancel enrollment in the College, without incurring any tuition charges, by providing a written notification to the Registrar before the expiration of the two-week add/drop period, or within three (3) business days of signing the Enrollment Agreement, whichever is later. A full refund of all monies received by the College, with the exception of the application fee, and as described below will be issued to the original source of payment.

Any fees paid to third-party agencies for entrance exams, immunizations, drug screenings, background checks, etc. will not be refunded by the College.

The fees for textbooks and supplies may be refundable as described herein. Learners must return all books and supplies in the original condition. Refunds will not be issued for used eBooks access codes, hardbound reference materials, textbooks, uniforms, lab kits, etc. The College must be reimbursed for the cost of any issued learning supplies not accepted or returned.

Pass-Through Payments
In instances when a non-Title IV overpayment on a learner account occurs, learners may request a pass-through payment for the entire or partial credit balance. To request a pass-through payment, the learner must notify the Learner Accounts office. The pass-through payment will be made no later than thirty (30) days after the notification or the date on which the credit balance occurred, whichever is later.

Refund for Withdrawal
Learners who begin attending and drop courses or withdraw outside of the enrollment cancellation period will be subject to pro rata tuition charges. The pro rata calculation does not apply to textbooks and supplies. The refund will be calculated based on the week of the last day of attendance in a given course or program, according to the following table.

<table>
<thead>
<tr>
<th>Last day of attendance in week:</th>
<th>% of tuition charged (plus the cost of textbooks and supplies)</th>
<th>% of tuition refunded (excluding the cost of textbook and supplies)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
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</tr>
<tr>
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<td>0.00</td>
</tr>
</tbody>
</table>

*A Monday through Sunday school week is used for the purposes of tuition refund proration. When individual classes are dropped after add/drop period, no pro rata refund is issued.

The learner is responsible for paying any balance owed to the College within thirty (30) days of withdrawal.

Withdrawal – Last Day of Attendance (LDA)
The learner’s last date of attendance is determined by the last day the learner participated in any academic activity, including any online learning, projects, labs, clinical experiences, or examinations. Learners who do not participate in any academic activity for fourteen (14) consecutive calendar days, excluding the College’s official breaks and holidays, will be automatically withdrawn.
If a learner fails to return in a timely manner to the College after a Leave of Absence, the effective date of withdrawal and the refund calculations will be based on the last day of attendance.

Withdrawal – Date of Determination (DoD)
The College determines the date on which the learner withdrew officially or unofficially in the following manner.

Official Withdrawals
The DoD date for learners who complete the formal withdrawal process is the date on which the learner notified the College in writing to indicate that the learner planned to withdraw or to indicate the last day of attendance, whichever is later.

Unofficial Withdrawals
If a learner stops attending the College without providing official notification, the DoD will be assigned by the College but will not be later than fourteen (14) calendar days after the LDA.

If a learner fails to return in a timely manner to the College after a Leave of Absence, the DoD will be the date the learner was supposed to return from the LOA.

Return of Title IV Funds
The learner and the College will be required to return the amount of FSA received in excess of the Title IV aid earned for the period of time that the learner was enrolled at the College.

The College and the learner must return funds to Title IV aid programs within forty-five (45) days after the DoD.

The calculation used in determining the amount of funds to be returned to Title IV programs is determined by the U.S. Department of Education and differs from the tuition refund calculation as follows:

- Percent of FSA earned equals the number of days learners attended classes within a payment period, up to and including the last day of attendance, divided by the total number of days in the payment period.
- A learner who remains enrolled for more than 60% of the payment period is considered to have earned 100% of the Title IV funds disbursed for that period. Therefore, no funds will be returned by the College to Title IV.
- If a learner attends less than 60% of consecutive days in the payment period, the amount of Title IV funds earned is determined based on the calculated percentage of attendance.
- Funds to be returned equal Title IV funds disbursed minus the FSA earned.

The learner will be responsible to pay the College any remaining balance initially paid by the Title IV funds. The learner may be required to return funds received as pass-through payments to FSA programs. Any balances owed to the College by the learner must be repaid within thirty (30) days of withdrawal.

Post-Withdrawal Disbursement
Learners who have earned more FSA than had been disbursed at the time of withdrawal will be eligible for a post-withdrawal disbursement. The FA staff will notify the learner within thirty (30) days of the date of withdrawal determination if post-withdrawal Title IV funds are available. The learner will have fifteen (15) days to respond to the notice. At its discretion, the College will make a decision on whether to allow a post-withdrawal disbursement for a learner who fails to respond within the required timeframe. Once the learner
accepts the post-withdrawal disbursement, the College has ninety (90) days from the date of withdrawal
determination to disburse those funds to the learner’s account.

Refund Appeal Process
Learners who withdrew from the College or parents who received Federal PLUS Loans may appeal the
determination of Refund for Withdrawal or Return of Title IV Funds. A written request must be submitted
to the College explaining why it should reconsider its decision. The College will review the appeal and
notify the learner or the parent of its final decision.
GENERAL INFORMATION

Employment and Career Support Services
Graduates of the pre-licensure programs are eligible to apply for registered nurse (RN) licensure and, if approved, take the NCLEX-RN® exam. All candidates for RN licensure must pass the NCLEX-RN® exam and meet all other requirements, as specified by the specific state board of nursing, in order to be licensed and practice as a registered nurse. Historically, the profession of registered nursing offered comparatively better salaries, career advancement, and employment mobility. More information can be found in resources such as the U.S. Department of Labor, Bureau of Labor Statistics, Occupational Outlook Handbook, available at www.bls.gov.

Completion of an Academic Program does not guarantee employment; however, the College provides career support services and placement assistance for graduates free of charge.

Certified Nursing Assistant (CNA) Training Program Waiver
Learners who have completed the first semester of a pre-licensure nursing program may request a CNA training program waiver from Utah Nursing Assistant Registry (UNAR). In addition to requesting the waiver, learners must complete all other requirements for certification as prescribed by UNAR.

License Practical Nurse (LPN) Licensure by Equivalency
Learners who successfully completed Level III of a pre-licensure nursing program may apply for an LPN licensure by equivalency in the State of Utah. In order to qualify for the equivalency waiver, learners must request, pay for, and pass the HESI LPN Mobility Standardized Exam at the College with a minimum score of 850 as well as complete mandatory career counseling. Learners may have up to two (2) attempts to pass the exam. Upon successfully passing the exam and completing the counseling, the learner may request official transcripts to be submitted to the Utah Department of Occupational and Professional Licensing (DOPL) to begin the application process, which includes taking the NCLEX-LPN® exam. Learners are expected to complete the pre-licensure RN program at the College upon being licensed as an LPN.

Note: LPN licenses obtained by equivalency may not be endorsable into any other U.S. state or jurisdiction.

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 employees will not discriminate against any learner or employee, present or future, on the basis of race, color, sex, 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 is accessible for persons with disabilities. Notwithstanding the foregoing, all learners are required to achieve all stated learner outcomes and to have the physical and mental abilities necessary to perform successfully and meet the objectives of the Academic Program. To request a specific
accommodation, the learner is required to meet with the Program Manager and provide the necessary documentation. 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.

**Learner Grievances**

Learners are encouraged to address any concern with and seek resolution directly from the individual faculty or staff member. If the concern is not resolved at this stage, the learner is invited to escalate the concern to the Program Manager. If the issue is not resolved at this stage, the learner is invited to escalate the grievance to the Director, Nursing Education Services by filing an official written grievance describing the details of the concern. The Director, Nursing Education Services will investigate the concern and respond in writing within ten (10) business days of receiving the grievance.

The College will make every reasonable effort to resolve grievances promptly. The learner may file a complaint with the Utah Division of Consumer Protection at any time during the grievance process. As the last resort, the learner who feels that the concern has not been resolved through the grievance process may submit the concern, in writing, to the College’s accrediting and approval agencies whose contact information is provided in the Approval, Affiliations, Accreditation section of this Catalog.

**Potential Exposure**

Learners may be exposed to various pathogens in clinical and laboratory settings. Learners are trained in infection control and universal precautions prior to participating in any potentially hazardous activities. Vaccinations against certain infectious diseases are recommended. Refer to the corresponding Academic Program’s Acceptance Notification and Pre-Matriculation Requirements section of this Catalog for more information.

**Emergency Closures**

The College reserves the right to close during inclement weather or other emergencies. Notices of closures will be posted on the learner bulletin boards, broadcast via the Learning Management System’s learner portal, broadcast via local TV news channels, text message alert system, and/or emailed. The College may reschedule any didactic instruction, lab instruction, or clinical instruction cancelled due to an emergency at its discretion.

**Gainful Employment**

The U.S. Department of Education requires colleges to disclose a variety of information for any Title IV eligible program that “prepares learners for gainful employment in a recognized occupation.” For the latest statistics regarding graduation rates, median debt of learners, and employment rates, see the College’s website.

See the corresponding academic program’s section of this Catalog for more information on tuition and fees.

To view specific occupational data on registered nurses, please visit:
FAMILY EDUCATION RIGHTS AND PRIVACY ACT (FERPA)

The Family Education Rights and Privacy Act of 1974 (FERPA), is a federal law that protects the privacy of learner education records. Learners have specific, protected rights pertaining to the release of such records and FERPA requires that institutions adhere strictly to these guidelines.

Under FERPA, learners have the right to know about the purpose, content, and location of information kept as part of their educational records. They also have the right to expect that information in their educational records will be kept confidential unless they give permission to the school to disclose such information.

Educational records are defined as records that directly relate to a learner and are maintained by an educational agency or institution or by a third-party acting on behalf of that institution. Such records may include written documents (including learner advising folders), computer media, video or audio tapes, CDs, film, photographs, or any other record that contains personally identifiable information that is directly related to the learner such as learner files, learner system databases, and learner projects.

Records not considered educational records under FERPA are private notes of individual staff or faculty (not kept in advising folders), campus police records, medical records, statistical data compilations that contain no personally identifiable information, and administrative records kept exclusively by the maker of the records and are not accessible or revealed to anyone else.

Directory Information
Some information in a learner’s educational record is defined as directory information under FERPA. The College may disclose this type of information without the written consent of the learner. However, the learner can make a formal written request to restrict the release of directory information. Directory information may include name, address, phone number, email address, dates of attendance, degree awarded, enrollment status, and major field of study.

Non-Directory Information
Non-directory information will not be released to anyone, including parents of the learner, without the prior written consent of the learner. Faculty and staff can access non-directory information only if they have a legitimate academic need to do so. Non-directory information may include social security numbers, learner identification numbers, race, ethnicity, nationality, gender, transcripts, and grade reports.

Prior Written Consent
Prior written consent is required before the College can disclose any non-directory information.

Prior written consent is not required when the disclosure is made directly to the learner or to other school officials within the same institution when there is a legitimate educational reason. A legitimate educational reason may include enrollment or transfer matters, financial aid issues, information requested by governmental or accrediting agencies, and third-party financial aid processors.

Prior written consent is not required to disclose non-directory information when the health and safety of the learners are in jeopardy, or when complying with a judicial order or subpoena, or where, as a result of a crime of violence, a disciplinary hearing is conducted by the College, a final decision was recorded, and the alleged victims seeks disclosure.
FERPA also affords learners certain rights to their education records. These rights include

- the right to inspect and review the learner’s education records within forty-five (45) days of the day the College receives the request;
- the right to request amendments to the learner’s education records that the learner believes are inaccurate;
- the right to consent to disclosures of personally identifiable information contained in the learner’s education records, except to the extent that FERPA authorizes disclosure without consent;
- the right to prevent disclosure of directory information;
- the right to be annually reminded about his/her rights under FERPA; and
- the right to file a complaint with the U.S. Department of Education concerning alleged failures by the College to comply with the requirements of FERPA.

For more information or complaints, write to:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-5901
SAFETY AND SECURITY INFORMATION

The Clery Act
The Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act requires post-secondary institutions to provide timely warnings of crimes that represent a threat to the safety of learners or employees and to make public their campus security policies. It also requires that crime data be collected, reported, and disseminated to the campus community. The Clery Act is intended to provide learners and their families with accurate, complete, and timely information about safety on campuses, so they can make informed decisions. Such disclosures are permitted under FERPA. The College complies with Clery Act disclosure requirements, which are updated annually. The following website provides more information about these and other provisions about campus safety: http://www.ed.gov/admins/lead/safety/campus.html.

Emergency Response and Evacuation
Nightingale College has implemented a comprehensive Emergency Notification System that can alert and inform campus community members in the event of an imminent threat to health and safety (e.g. severe weather conditions, active shooter, fire, etc.).

Upon confirmation from a Campus Safety Committee regarding a significant emergency or dangerous situation involving an immediate threat to the health and safety of campus community members, emergency notifications will be disseminated without delay to campus community members via text message and email alerts, internal public address system and an external siren (where applicable). The Director, Admissions and Marketing, and other authorized College personnel have the responsibility for issuing notifications via the College’s Emergency Notification System. The text message system is a free service that learners and staff can subscribe to in order to receive information directly to their text-enabled mobile phones in the event of an emergency or campus closure.

Emergency evacuation routes are conspicuously posted in each classroom on campus. Additionally, various procedures for responding to emergencies can also be accessed on the Learning Management System (LMS) portal by clicking on “Emergency Response and Evacuation Procedures.” College officials will conduct annual tests and exercises of emergency response and evacuation procedures in order to ensure an orderly response to incidents necessitating such measures and to continuously assess the readiness of the College’s emergency response and recovery capabilities. Tests will be announced in advance via email, the College’s website, and other available methods.

Crime Awareness and Campus Security
The College holds that learners, staff, and visitors have the right to be aware of the amount of criminal activity that occurs on its campus in accordance with Title II of the Student Right-to-Know and Campus Security Act of 1990. The College encourages all persons to report criminal activity that occurs on campus to the Director, Learner Support Services or a local Dedicated Distance Cohort (DDC) Coordinator and/or the appropriate law enforcement agency.

Security Services on Campus
The College personnel maintain a close working relationship with the local law enforcement agencies. The College will provide information on criminal activity to the law enforcement agency in whose jurisdiction the act occurs. The College will annually request from each law enforcement agency data indicating the criminal activity for its campus location in accordance with the Student Right-to-Know and Campus Security Act.
Crime Prevention
The College publicizes crime prevention information through the College’s official publications. The College urges all members of the campus community to be responsible for their own safety and to assist in the prevention of crime.

Maintenance of Physical Plant Facilities with Security Considerations
The College is mindful of security needs in the daily operation of campus facilities. The planning and maintenance of campus facilities take into account the safety and security of persons on campus. The interior and exterior lighting systems on campus are constructed and maintained in such a manner as to provide a well-illuminated facility to help deter criminal activity. Locks and security devices are kept in working order.

Access to facilities is limited to those persons who have authority to use them. Telephones are available that allow members of the campus community to contact law enforcement during an emergency. Campus buildings are locked and security systems activated when not in use, and are unlocked by designated College personnel at times to coincide with their accepted use.
LEARNER CODE OF CONDUCT

The College provides an educational environment that is designed to facilitate learning and academic and professional growth. Learners are coached in professional role behavior throughout their enrollment at the College. Learners must abide by the published Learner Code of Conduct at all times.

Learners must not engage in any unacceptable or illegal behaviors and must abide by all policies, rules, regulations, and laws. Any violation may lead to disciplinary action, including but not limited to, failing grade for an assignment, failing grade in a course, academic probation and suspension, or immediate withdrawal from the College.

Learners must not engage in inappropriate or illegal conduct, including but not limited to

- failure to follow directions from faculty, College staff or administration, or employees of clinical facilities unless following such directions will cause irreparable harm;
- possession of weapons or explosive materials on the College campus or any clinical site;
- illegal use, possession, sale, or transfer of drugs or alcohol on the College or clinical premises;
- being under the influence of alcohol or illegal drugs while on the College or clinical premises;
- being under the influence of prescription medications that may affect performance while on the College or clinical premises;
- stealing or willfully damaging any College property or the property of others;
- gambling on the College or clinical premises;
- inappropriate use of the College’s or any clinical site’s technology resources (For example: sending, accessing, or storing discriminatory, harassing, defamatory, or pornographic material, duplicating or distributing copyrighted material without official permission, or transmitting confidential information);
- the use of foul, abusive, or threatening language toward any other learner, faculty, College staff or clinical site employee, or patient;
- disregarding safety requirements or regulations;
- performing any type of indecent act while on the premises of the College or any clinical site;
- dressing inappropriately or lacking personal hygiene while engaged in any College-related activities; and
- using electronic devices while in class for texting, games, or other non-course-related activity.

Unlawful or Unprofessional Conduct
All past, present, or future unlawful or unprofessional conduct could result in a learner’s ineligibility for certifications, licensure, or employment.

All past, present, or future unlawful conduct involving the possession or distribution of controlled substances or illegal drugs may result in the loss or suspension of eligibility for Federal Student Aid.

Prospective learners who are concerned that they may not qualify for certification, licensure, employment or financial aid are invited to perform the necessary research prior to enrollment. The College requires all pre-licensure learners to undergo a criminal background check and drug screening prior to attending clinicals and reserves the right to deny admission or continued enrollment based on the results.

Drug and Alcohol Free Environment
The College does not condone learners’ use of alcohol, illegal drugs, or controlled substances, as it affects learning, impairs judgment, and compromises the safety of everyone.
The following rules and standards of conduct apply to learners either on campus or during any off-site College-related activities:

- Possession or use of alcohol or an illegal or controlled substance, or being under the influence of alcohol or an illegal or controlled substance while involved in College-related activities is prohibited.
- Distribution, sale, purchase, or solicitation for the distribution, sale, or purchase, of an illegal or controlled substance or illegally obtained prescription medications while involved in College-related activities is prohibited.

Violation of these rules and standards of conduct will result in immediate withdrawal from the College. The College also may bring the matter to the attention of the appropriate law enforcement authorities. The College requires mandatory drug testing for all new pre-licensure learners and reserves the right to randomly drug test any learner at any time.

A learner’s conviction on a charge of an illegal sale or possession of a controlled substance or illegal drugs while not involved in College-related activities will result in withdrawal from the College.

Learners may not use prescription or over-the-counter drugs that may impair their ability to safely and effectively perform in didactic, lab, or clinical learning activities or affect the safety or well-being of others. In cases when legal use of prescription or over-the-counter drugs may affect the learner’s performance, he/she must request a leave of absence or voluntarily withdraw from the College.

**Harassment**

The College has a zero tolerance policy toward harassment of any type. Harassment is defined as any conduct (physical, psychological, verbal, written, or electronic) that occurs on or off campus with the effect or intent of interfering with an individual’s or group’s educational or work performance.

Unwanted comments or other advances of a sexual nature directed toward any faculty, staff, clinical site employees, other learners, or patients will not be tolerated. Sexual harassment includes but is not limited to gender harassment, seductive behavior, sexual bribery, sexual coercion, and sexual imposition or innuendo.

Anyone who believes he/she is a victim of harassment must

1. Keep a record of the events, including dates, times, places, names of persons involved, and witnesses.
2. Report the incident immediately to an instructor, the Program Manager, or any member of the campus or DDC administration.

All reports of harassment will be promptly investigated. The College will abide by all confidentiality requirements as permitted by law and may not disclose any corrective action taken.

**Telephone Calls**

Cellular phones may not be used in classrooms, labs, or clinical experiences. All emergency phone calls must be made outside.
Food and Drink
Food and drinks are not allowed in the skills lab, the testing center, or computer lab. Drinks in closed containers are permitted in the classrooms and conference rooms. Learners may not leave the clinical site during breaks.

Learners and faculty must abide by all policies set by the clinical/preceptorship sites.

Use of Tobacco & Electronic Cigarettes
Smoking is not permitted within twenty-five (25) feet of any College entrance, exit, or window. Smokers must be mindful of the possible residual odor that may adversely affect others, including patients.

Smoking, including use of electronic cigarettes, and chewing tobacco are not permitted during clinical rotations.

Copyright Guidelines
Copyright and Fair Use Defined
A copyright is a property right attached to an original work of art or literature. It grants the author or creator exclusive rights to reproduce, distribute, adapt, perform, or display the protected work. Other than someone to whom the author/creator has extended all or part of these rights, no one may use, copy, distribute, or alter the work. Unauthorized use of the material is prohibited by law and carries both civil and criminal penalties.

Copyright law covers seven (7) broad categories:

- literary works – both fiction and non-fiction, including books, periodicals, articles, manuscripts, computer programs, manuals, phonographic records, film, audiotapes, and computer disks;
- musical works – and accompanying words – songs, operas, and musical plays;
- dramatic works – including music, plays and dramatic readings;
- pantomimed and choreographed works;
- pictorial, graphics, and sculptural works – final and applied arts, photographs, prints and art reproductions, maps, globes, charts, technical drawings, diagrams, and models;
- motion pictures and audiovisual works – slide/tape multimedia presentations, filmstrips, films and videos; and
- sound recordings and records – tapes, cassettes, and computer disks.

A copyrighted work may be used or copied under certain conditions:

- public domain – work belonging to the public as a whole, like government documents and works, works with expired copyright or no existing protection, and works published over seventy-five (75) years ago;
- permission – prior approval for the proposed use by the copyright owner;
- legal exception – use constitutes an exemption to copyright protection – for example, a parody; and
- fair use – use for educational purposes, consistent with certain restrictions.
**Fair Use in Education**

Fair use rules allow the use of copyrighted materials for educational purposes such as criticism, comment, new reporting, teaching, scholarship, and research. Copyright law provides four (4) standards for determination of the fair use exemption:

1. **Purpose of use:** Copying and using selected parts of copyrighted works for specific educational purposes qualifies as fair use, especially if the copies are made spontaneously, are used temporarily, and are not part of an anthology.

2. **Nature of the work:** When copying paragraphs from a copyrighted source, fair use easily applies. For copying a chapter, fair use may be questionable.

3. **Proportion/extent of the material used:** Duplicating excerpts that are short in relation to the entire copyrighted work or segments that do not reflect the “essence” of the work is usually considered fair use.

4. **Effect on marketability:** If there will be no reduction in sales because of copying or distribution, the fair use exemption is likely to apply. This is the most important of the tests for fair use.

**Fair Use and Learner Responsibility**

Learners, without regard to or knowledge of copyright restrictions, sometimes duplicate or distribute materials illegally or load software without license. Such acts, seemingly convenient and unnoticeable, are, in fact, violations of copyright laws and are prohibited.

The College has a zero tolerance policy for violations of copyright law and will take action against any offenders. Learners found in violation of copyright law may face suspension and/or withdrawal from the College.

The College publishes a comprehensive copyright policy. Learners must refer to the policy or seek assistance from faculty or staff regarding the use of copyrighted materials.
ACADEMIC INFORMATION

Academic Freedom
Academic freedom is the cornerstone of higher education. It guarantees that faculty and learners may engage in candid discussions of issues important to society, even if their views are controversial, without fear of censorship or reprisal. The College endorses the 1940 Statement of Principles and the 1940 and 1970 interpretive comments of the American Association of University Professors on academic freedom. It is the policy of the College that in the context of classroom discussion and written assignments, learners may freely express their own perspectives or opinions on substantive issues. Learners may be evaluated or challenged by their instructors based on the quality of their reasoning and verbal or written skills. Faculty may not penalize or censor learners for dissenting or controversial views.

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 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 will receive an “I” (Incomplete) in the course and cannot progress in the Program or graduate until successfully completing remediation.
  3. Learners will be required to meet with a Faculty Academic Advisor and/or Program Manager to determine additional remediation requirements.
4. Remediation must be successfully completed within thirty (30) days of the end of the 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 sixteen (16) hours of 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.

**Clinical Experiences and Preceptorships**

Clinical experiences and preceptorships are an integral part of and are required for successful completion of a pre-licensure Academic Program. These experiences provide the learner with the opportunity to observe and practice the essential nursing skills that have been introduced in didactic and lab instruction as well as develop sound clinical reasoning. Specific learning objectives and outcomes dictate which types of facilities/agencies are selected for clinical experiences. Every clinical experience in a pre-licensure Program is concept-based and applies to all courses with a clinical learning component within a specific program level. Learners must successfully complete the clinical and preceptorship experiences to receive a passing grade in all courses with clinical learning components. Learners who do not successfully complete clinical experiences in a specific level of a pre-licensure program will receive a failing grade in all courses with a clinical learning component. Learners do not receive any compensation for clinical or preceptorship experiences and are not allowed to accept tips or gifts.

The College contracts with multiple healthcare agencies to provide opportunities for clinical and preceptorship experiences. The agencies may be located both near to and significantly away from the College campus of a DDC base. Learners are responsible for providing reliable transportation to attend the required clinical and preceptorship experiences. Depending on the distance, learners may need to stay overnight at a hotel near the assigned clinical site. Learners are responsible for all expenses associated with transportation, lodging, and meals in conjunction with the remote clinical experiences.

The College cannot guarantee the times or days, particular faculty, or placement in a specific facility for clinical or preceptorship experiences. Lab and clinical experiences may be scheduled during nights and weekends. Clinical schedules are subject to change at any time without advanced notice.
**Testing Centers and Proctoring**
Proctored testing is available at the College, approved proctor sites, and through certain remote proctoring systems. For more information, contact the Learning Resources Center.

**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>
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</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>
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</thead>
<tbody>
<tr>
<td>A</td>
<td>90-100%</td>
<td>4.0</td>
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<tr>
<td>B</td>
<td>80-89%</td>
<td>3.0</td>
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<tr>
<td>C</td>
<td>70-79%</td>
<td>2.0</td>
<td>Passing</td>
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<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. If a learner fails to complete the required coursework by the end of the semester and reasonably believes that, with additional time, he/she could pass the course, 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 work. The Incomplete status cannot extend beyond thirty (30) days following the end of the semester. When the 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.

**Academic Remedies**

At midterm, learners will receive a course progress report from every lead course instructor. When a learner is in jeopardy of failing a course, the Academic Success Plan will be initiated. Refer to the Academic Success Plan section of this Catalog.

At the discretion of faculty and the Program Manager, learners may be counseled and placed on academic probation when other performance criteria are not met, even when the learner is meeting Satisfactory Academic Progress (SAP). For more information, refer to SAP section of this Catalog.

Learners must participate in academic advising with the assigned Faculty Academic Advisor and meet predetermined terms of probation for the duration of the probationary period. Once the stated terms are met, the probation may be lifted. If the terms are not met, the learner may fail the course and/or be withdrawn from the College.

**Report of Grades**

Ongoing grade reports are available to the learner on the Learning Management System. Final grade reports can be accessed through the learner portal after the end of every semester.

**Change of Grades**

Only the individual course instructor, with the approval of the Program Manager, may change a grade earned by the learner. If a learner believes an incorrect grade has been received, the matter should be discussed with the instructor, and the grade appeal procedure initiated. All grade changes must be made by the end of the next semester in which the learner is enrolled.

**Grade Appeal**

Grade appeals must be initiated by the learner with the individual course instructor. If a learner is not satisfied with the instructor’s explanation and action, the learner may appeal to the Program Manager. The Program Manager will facilitate forming a 3-member appeal panel, including a learner who has completed the course, to examine the learner’s and the instructor’s records. The Program Manager will render the final decision based on the recommendation of the panel.

**Adjudication**

In academic matters, the decision of the Program Manager is considered final. A written appeal on such decisions may be submitted to the Director, Nursing Education Services. If the Director, Nursing Education Services considers the situation to warrant adjudication, an appropriate hearing will be arranged.

**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 standardized exam remediation plans, 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.

Academic Honors

The President’s Honor Roll
The President’s Honor Roll recognizes full-time learners who have completed any semester with a 3.75 or better grade point average.

The Honor Roll
The Honor Roll recognizes full-time learners who have completed any semester with a 3.50-3.74 grade point average.

Graduation with Honors
A learner who achieves a 3.50, 3.65, and 3.80 or better GPA at degree completion will graduate cum laude (honors), magna cum laude (high honors), or summa cum laude (highest honors) respectively.

Cohort Valedictorian
The learner who achieves the highest GPA in the graduating cohort is recognized and is invited to speak as the Cohort Valedictorian at the commencement ceremony.

Academic Appeals
Learners have the right to appeal Satisfactory Academic Progress (SAP) determination, academic probation, suspension, or any other adverse action by submitting, within ten (10) business days of receiving the adverse action notice, a letter detailing the reasons for the College to reconsider its action. The College will convene an appeals panel and respond to the learner within ten (10) business days of the receipt of the appeal letter.

Re-Entry Following Suspension
Suspended learners may request consideration for re-entry to the College after one (1) semester. Re-entered learners will be placed on academic probation, if warranted, and presented with the terms for continued enrollment. Re-entry approval is at the sole discretion of the College.

Withdrawal from the College
Learners who decide to withdraw from the College must initiate the process by completing a withdrawal form, which requires various departmental approvals and is available in the Registrar’s office. Learners must complete the Financial Aid exit interview as part of the withdrawal process and pay any outstanding balances owed to the College.

Learners who have been withdrawn from the College and wish to resume studies must complete the entire application process anew and include a written appeal with the reasons why the College should consider readmission. Should a new admission be granted, all then current enrollment terms, including tuition charges and Catalog version, will apply.
SATISFACTORY ACADEMIC PROGRESS POLICY

All learners are required to maintain Satisfactory Academic Progress (SAP) toward graduation. Also, Satisfactory Academic Progress must be maintained in order to remain eligible to continue to receive federal learner aid.

SAP sets minimum requirements in the following standards: maximum time frame for Academic Program completion, successful course completion rate, and cumulative grade point average. These minimum requirements apply to all learners regardless of receiving federal learner aid.

Maximum Time Frame
Each learner must successfully complete the educational objectives of the Academic Program, including the preceptorship, within a maximum time frame not to exceed 150% of the normal program length. This will be measured by limiting learners to attempting 1.5 times, or 150%, of the number of credits in the program of study. For example, the total credits that may be attempted (maximum program length) for a 68 semester-credit program is 102 semester credits, or 150% of 68.

Successful Course Completion
A learner must complete a certain percentage of credits attempted to be considered as making Satisfactory Academic Progress. A course is successfully completed if a grade of “C” or above has been earned. The successful course completion rate is calculated as the cumulative number of semester credits of courses successfully completed divided by the cumulative number of semester credits attempted for all courses. Withdrawn courses are counted as attempted credits that are not successfully completed for the purpose of calculating the successful course completion rate. Failed and repeated courses are counted in the calculation as credits attempted. The College has no provisions for remedial course work, non-credit courses, or pass/fail grades and these activities have no effect on SAP. The successful course completion rate requirements and academic remedies are detailed in the Satisfactory Academic Progress Table in the corresponding Academic Program’s section.

Cumulative Grade Point Average
Learners must achieve specific cumulative GPA requirements at certain points during enrollment at the College to meet SAP. These requirements are detailed in the Satisfactory Academic Progress Table within the specific Academic Program sections of this Catalog. Learners are required to achieve a cumulative grade point average of at least 2.0 to graduate from the Academic Program. In order to avoid being placed on academic probation, a learner must achieve a cumulative grade point average of 2.0 at the end of each semester.

Academic Probation and Suspension
At the end of each semester, the learner’s cumulative GPA and rate of progress is reviewed to determine if the learner is meeting SAP. Learners will be placed on academic probation as outlined in the Satisfactory Academic Progress Table. Learners will remain on academic probation until the cumulative GPA and/or rate of progress falls within the suspension or withdrawal range, or the learner is meeting the SAP requirements. However, the learner must achieve a 2.0 cumulative GPA in order to graduate. Learners must participate in academic advising with the assigned Faculty Academic Advisor and meet predetermined objectives for the duration of the probationary period. See Student Financial Aid and Satisfactory Academic Progress sections of this Catalog for information regarding SAP’s influence on Title IV eligibility.
Learners whose SAP indicators fall below the minimum probation range, as outlined in the Satisfactory Academic Progress Table, will be placed on academic suspension or withdrawal from the College. Learners have the right to appeal for reinstatement in the Academic Program. Refer to Academic Remedies, Academic Appeals, Re-Entry Following Suspension, and Withdrawal from the College policies sections of this Catalog for more information.

In addition to the academic probation and suspension remedies, learners receiving Title IV Federal Student Aid will be also placed on a financial aid warning or probation. Refer to Federal Student Aid and Satisfactory Academic Progress sections of this Catalog for more information.
**ACADEMIC INTEGRITY**

*Integrity is the cornerstone of all academic and professional endeavors. Learners are expected to conduct themselves with utmost honesty and integrity while enrolled at the College. Although there are numerous guidelines related to academic integrity, the following are the basic standards. Any violation of these principles is considered academic dishonesty and consequences may include, but are not limited to, a failing grade for an assignment, a failing grade in a course, academic probation and suspension, or withdrawal from the Academic Program.*

**Dishonesty**
Learners must not deliberately attempt to falsify, fabricate, or otherwise claim credit for the work or effort of another person or use unauthorized materials in any course, laboratory, or other academic exercise or function.

**Cheating**
Learners must not engage in any of the following activities:

- using verbal, written, visual, or other forms of aids intended to give or receive improper assistance with classroom, lab, or clinical work;
- copying another’s assignments and submitting as one’s own;
- using unauthorized materials (texts, notes, calculators, etc.);
- taking an exam for another learner;
- having someone else take an exam for the learner;
- obtaining and/or using an upcoming exam ahead of the scheduled test time; and
- violating any other test taking procedures.

**Misrepresentation**
Learners must not engage in any of the following activities:

- misrepresenting class, lab, or clinical/preceptorship attendance;
- falsifying academic or work credentials and experience;
- submitting someone else’s work as one’s own;
- using the unedited work originally submitted for one course to satisfy the requirements in another course without prior consent of the instructor;
- forging or using another’s signature;
- altering or destroying academic records and documents; and
- falsifying research data and experimental or physical results.

**Plagiarism**
Learners must not deliberately use another person’s ideas, work, evidence, or words and present them as their own original work, including coping text from websites, textbooks, journals, or any other published materials, without proper acknowledgement.
Other Violations
Additional examples of academic dishonesty include but not limited to

- removing, without prior permission, any materials, supplies, or equipment from the College or a clinical site;
- making copies of course materials without approval from the instructor;
- using any type of recording devices in the classroom, lab, or clinical/preceptorship sites without authorization; and
- violating any class or lab instruction or policies.
ATTENDANCE POLICY

Learners are expected to attend all scheduled online and on-ground didactic, lab, and clinical instruction, as applicable, and participate in all required learning activities. Regardless of whether the learner attended or missed a course session, he/she is responsible for meeting all learner outcomes and assignment submission deadlines.

Learners are required to post didactic attendance for a minimum of thirteen (13) weeks per semester and, if applicable, attend labs and clinicals, as described below, in order to earn academic credit in the course. The College reserves the right not to offer any accommodation to make up for absences. Therefore, learners with excessive absences may receive a failing grade and be required to pay for and repeat the course.

Didactic Instruction
Online attendance is monitored weekly using a variety of attendance capturing methods. Learners are expected to participate in all distance didactic learning activities. Completion of interactive learning activities, quizzes, and assignments, and participation in group discussions, watching instructional videos, and other interactions with faculty and peers are some of the required elements of capturing weekly online course attendance. Learners are expected to engage in online learning activities for a minimum number of hours prescribed in the course syllabi. In order to receive weekly attendance credit in a didactic portion of a course and, if applicable, to be permitted to attend lab and clinical sessions, learners must complete all interactive learning activities, quizzes, and assignments required for the week. Logging into the learning management system without active participation does not constitute attendance in a didactic course. Learners who do not complete all of the required learning activities and assignments in a given week will not earn the weekly attendance credit and, if applicable, will not be permitted to attend next week’s scheduled clinical and/or lab sessions and, therefore, will be considered absent as well as lose access to further online learning.

Lab and Clinical Instruction
Attendance of scheduled lab and clinical hours is mandatory. Learners are required to be on time, stay for the scheduled period, and be engaged throughout the entire session. The learner must be ready to begin the clinical experience by attending preconference fifteen (15) minutes prior to the scheduled beginning of the session. Tardiness of more than fifteen (15) minutes will be considered an absence and result in the learner’s dismissal for the day. Leaving more than ten (10) minutes early will be considered an absence. Lab and clinical experiences may be scheduled during nights and weekends.

The learner is responsible for notifying the lab or clinical instructor of any absence prior to the scheduled shift. Each lab and clinical experience will be graded. Learners who miss one (1) scheduled lab or clinical shift in a given semester, regardless of the number of courses with a lab and/or clinical component, have the option to not make up the absence and accept a zero grade for the session, or pay the make-up fee to attend a scheduled make-up session. Learners who have a second lab or clinical absence in a given semester are required to attend a scheduled make-up session after paying the make-up fee. Learners who fail to pay the mandatory fee and make up the second absence will receive a failing grade in the respective course and need to pay for and repeat the course. The third cumulative lab and/or clinical absence in a given semester will result in the learner receiving a failing grade in the course and the need to pay for and retake the course.

All make-up lab and clinical sessions must be scheduled with the Lab and Clinical Coordinator, and there is no guarantee that a specific date and time will be available. Failure to attend a scheduled make-up lab or clinical experience will result in receiving a failing grade in the respective course and the need to pay for and retake the course. Make-up clinicals may be scheduled after the end of a semester and, therefore, could delay progress in the Academic Program or graduation.
COMPUTER AND TECHNOLOGY REQUIREMENTS

A computer with wireless capability and Internet access is required for participating in online learning activities and completing course requirements. Although tablets and smartphones could be used, some required learning applications may not be compatible with all devices. The College provides access to a computer lab and technical assistance for issues related to computers. The College does not provide technical support for tablets and smartphones.

The minimum requirements for computers are

- Windows XP Service Pack 2 (Home Edition and Professional) Windows, or
- Vista Windows 7, or
- Windows 8, or
- Mac OS X10.5.x and newer, and
- Internet Explorer 7 or 8, or
- Firefox 3.5 or 4.0, or
- Safari 3 or 4, or
- Google Chrome browser.

The minimum requirements for smartphones are

- iOS6, or
- Android device, and
- Learning Management System access.

The minimum requirements for tablets are

- iPad, and
- Learning Management System access.

There are no minimum RAM or CPU speed requirements. However, device performance may be affected. Headsets are suggested to take advantage of full audio capabilities.
LEARNER LIFE

Learner Orientation
The College hosts a mandatory online orientation prior to the start of each semester for all new learners, with mandatory supplemental on-ground orientation on the first day of each semester. Orientation provides an opportunity for learners to meet with College faculty and staff. It also familiarizes the learner with College policies and procedures, including the Catalog, learner’s rights and responsibilities, safety and emergency, blood-borne pathogens and infection control, and various required disclosures and disclaimers. In addition, all learners are required to participate in the annual Learner Awareness Day.

Learner Attire
Two (2) sets of clinical uniforms are included in the pre-licensure programs fees. The provided uniform must be worn in all clinical and lab settings. When on campus and not attending clinical or lab, learners are expected to dress neatly and modestly. Casual dress is the minimum requirement at all times. Sloppy dress will not be permitted at any time. Clothing that is provocative or contains obscene messages or images is also not permitted. Refer to the Academic Program Learner Handbook for additional requirements for the attire on the College premises and in clinicals.

Learner Services
The College employs Learner Services Advisors to assist with facilitating learner success in Academic Programs. Learners Services Advisors offer assistance and referrals to outside resources for a number of issues, including

- learner success: time management, study skills, course load, text anxiety, ADHD;
- housing: renting agencies, housing resources;
- commuter services: local transportation;
- child care services: child care centers, daycare;
- money management: personal finances, budgeting;
- veterans support services: military/veterans’ resources;
- learner accessibility services: disability, equal opportunity;
- counseling and human development resources: mental health services, women’s shelters, rehab centers;
- career resources: seeking employment, résumé building, interviewing; and
- LGBTQ resources.

Total Life Care (TLC) Program
TLC is a learner assistance program offered by the College through a third-party provider and available to all active learners. The program is designed to assist learners with resolving personal issues that may affect the quality of life such as marriage and family difficulties, substance abuse, stress and emotional challenges, legal and financial troubles, childcare, eldercare, etc. The TLC program also offers resources for active duty military, veterans, and family members.

Contact Learner Services for enrollment instructions.

Identification Badge
Learners are required to wear the College-issued identification badge while on campus and at clinical/preceptorship sites.
Tutoring
The College offers limited tutoring services as needed, free of charge.

Learner Ambassadors
At the beginning of the pre-licensure Program, each learner cohort elects a Learner Ambassador to represent the cohort on various College and Academic Program committees. The Learner Ambassadors meet regularly to discuss matters of learner interests and needs, plan learner events as well as participate on the Academic Program Advisory Board. The second Learner Ambassador for each cohort is elected from among the advanced placement learners in the beginning of the Level III of pre-licensure studies.

Learner Housing
The College does not offer on- or off-campus learner housing.

Health Services/Insurance
Health services are not available at the College. It is recommended that learners carry personal health insurance. Clinical facilities may require proof of health insurance. Learners who are not able to meet this requirement may not be allowed to attend the specific clinical experience, which may impede progress in a pre-licensure Academic Program. Learners are covered under the College’s liability insurance policy while in a clinical setting or on campus.

Commencement Ceremony
Commencement is a celebration of academic achievement. The College holds a commencement ceremony within four (4) weeks after the completion of each learner cohort's course of study. Commencement ceremonies’ dates are listed in the Academic Calendar section of this Catalog and are non-negotiable. Learners are invited to participate in the ceremony upon satisfactory completion of all graduation requirements. Learners may be allowed to participate in the ceremony prior to completing all of the graduation requirements; however, degrees will not be conferred nor official transcripts or diplomas issued until all graduation requirements are met. Learners who participate in the commencement ceremony will receive a complimentary Nightingale College pin. Learners who do not participate in the commencement ceremony may purchase a Nightingale College pin at the current price.

Voter Registration Policy
Under the National Voter Registration Act (NVRA) of 1993, learners are offered the opportunity to become registered voters. The National Mail Voter Registration Form is available at http://www.eac.gov/voter_resources/register_to_vote.aspx and can be used to register to vote in almost all states, except North Dakota, Wyoming, American Samoa, Guam, Puerto Rico, and the U.S. Virgin Islands. For learners who reside in the aforementioned states or territories must request a voter registration form from their state election office, the listing of which is available http://www.eac.gov/voter_resources/register_to_vote.aspx.

Learners can also register by mail, online, or in-person in their local election offices, and the listing of which is available can be found at http://www.eac.gov/voter_resources/register_to_vote.aspx. If the application is sent by mail, it must be postmarked at least thirty (30) days before an election to be eligible to vote in that election. The application must be submitted online or in-person at the County Clerk’s Office at least fifteen (15) days before an election to be eligible to vote in that election.
Constitution Day
In commemoration of the signing of the United States Constitution on September 17, 1787, President George W. Bush signed a bill into law on December 8, 2004, designating every September 17th as “Constitution Day.” The College celebrates the observance of Constitution Day each year through a variety of programs, activities, and/or discussions.

Community Fellowship Program
The Community Fellow designation is bestowed upon learners who actively contribute to and support the community through volunteer service. In order to qualify, learners must complete a minimum of twelve (12) volunteer hours per semester in charitable healthcare and/or humanitarian aid service. General community service hours will not be accepted. For more information and to request an application and tracking forms, contact an Operations Coordinator for the Academic Program. Community Fellows will be recognized during the commencement ceremony.

Virtual Learning Resources Center
The College offers various resources to support learning, collectively the Virtual Learning Resources Center (VLRC). A full-time librarian is available through the VLRC to assist learners with research projects, online databases, the learning management system, and other technologies. Learners have access to the Library and Information Resource Network (LIRN), which includes EBSCO Host, ProQuest, Infotrac, and other research databases. LIRN is designed to support nursing and general healthcare studies. LIRN databases feature online books, periodicals, magazines, posters, dissertations, theses, medical charts, and other resources.

In addition, the Ogden campus features a library with hardbound catalogs, books, periodicals, and reference materials, the majority of which are available for checkout. Learners enrolled in Dedicated Distance Cohorts (DDCs) have access to the same library titles through the interlibrary loan process.
PRE-Licensure Nursing Programs Information & Policies

Pre-Licensure Nursing Programs Administration, Faculty, and Staff
The College employs didactic faculty who provide instruction via distance learning delivery methods; clinical faculty who provide on-ground lab and clinical instruction; and staff who provide lab, clinical, and general support.

See the Catalog insert for a comprehensive list of administration, faculty, and staff.

Acceptance Notification and Pre-Matriculation Requirements
The College Admissions Committee will evaluate all complete applications and offer acceptance letters to the selected qualified applicants.

Upon receiving the letter of acceptance the applicant must complete the following steps within four (4) weeks. Instructions for completing these steps will be included in the acceptance letter:

1. If requesting transfer of credit, submit official college and/or military transcripts for the previous coursework to: The Registrar, Nightingale College, 4155 Harrison Blvd., Suite 100, Ogden, Utah 84403. Any non-U.S. documents must be translated into English and evaluated by a certified academic credentials evaluation service. For additional information, see the Registrar.
2. Complete the Financial Aid process and submit all required documentation.
3. Sign the College Enrollment Agreement.

Enrolled learners must complete the following additional requirements prior to the first day of clinicals:

1. Provide the required immunization and medical screening records.
2. Complete and pass a criminal background check.
3. Provide a current CPR card with BLS certification.
4. Complete and pass a 10-panel drug screening.

Note: Failure to meet the requirements by the specified deadline may result in the rescindment of the program acceptance and/or withdrawal from the College with the learner being responsible for payment of any earned tuition and fees.

Immunizations
Accepted learners must submit documentation of the following medical records prior to the first clinical class:

- Tuberculosis (TB) skin test – If the learner has not had a TB skin test within the previous year, an initial one-step PPD skin test is required. After the initial one-step PPD skin test with negative results, yearly one-step PPD skin tests are required. If the learner has a positive result, history of a prior positive result or having received a BCG vaccination in the past and proof of a negative chest X-ray, performed within the last six (6) months, are required.
- Varicella – Written attestation of history of the chicken pox disease, or proof of immunity (serologic titer), or prior vaccination with two (2) doses of varicella vaccine, given at least four (4) weeks apart.
• Measles, mumps, rubella (MMR) – Documentation of vaccination with two (2) doses of MMR given at least four (4) weeks apart or proof of immunity (serologic titer).
• Influenza – Annual influenza (flu) vaccinations are recommended. Clinical facilities may require learners to be vaccinated.
• Hepatitis B – Completed three-dose immunization series and proof of immunity (serologic titer). If beginning the HepB series, learner must have evidence of first dose prior to the first clinical class and complete the series by the end of the second semester. Learners who do not develop immunity to Hepatitis B following the immunization series, must sign a waiver in order to continue enrollment in the pre-licensure Program.
• Tetanus, diphtheria, pertussis – Proof of completed childhood three-dose immunization series, if available, and a Tdap (Tetanus, diphtheria, acellular pertussis) booster within the last ten (10) years.

Note: Listed vaccinations are highly recommended for all health care professionals; however, learners have the right to sign vaccination declinations in lieu of providing the required medical records. Certain clinical facilities may not accept non-immunized learners for clinical rotations, which may impede the learner’s progress in the pre-licensure Program.

Criminal Background Check and Drug Screening
Learners are required to pay for and complete a new criminal background check and a 10-panel urine drug screening through the College’s third-party provider. The criminal background check and drug screening must be completed prior to the first clinical session in order to remain in the pre-licensure Program. Instructions will be provided with the acceptance letter.

Cardio Pulmonary Resuscitation (CPR) Certification
Only Basic Life Support for Healthcare Providers certification from sources approved by the American Heart Association will be accepted. The certification must remain current starting with the first day of clinicals through the completion of a pre-licensure Program. The College offers optional BLS certification classes for an additional fee.

Conditional Acceptance
In the special case of a learner who is close to meeting the minimum admission requirements, the Program Manager may recommend conditional acceptance and issue an Admission Waiver:

1. The learner will meet with the Program Manager to request consideration for conditional acceptance.
2. If conditional acceptance is granted, the Program Manager will complete the Admission Waiver Form with a written rationale for the conditional acceptance. The form must be signed by the learner and includes the specific conditions that the learner must meet in the prescribed time. The learner will also be required to complete all post-acceptance procedures. If the conditions are not met within the specified time frame, the learner will be withdrawn from the College and considered for admission in the next admission cycle without reapplying.
3. A letter of conditional acceptance that includes all terms will be sent to the learner.
4. Upon fulfilling the required conditions within the specified time frame, the learner will be matriculated in the pre-licensure Program.
Late Enrollment
Qualified learners may be allowed to enroll during the two-week add/drop period at the beginning of each semester. Special accommodations will be made for the learners approved for late enrollment to ensure adequate opportunity is provided for successful completion of courses:

- Up to one extra week will be provided for submission of assignments.
- Faculty will be available to meet with the learner to support learning.
ASSOCIATE DEGREE NURSING (ADN) PROGRAM

Note: “^” denotes the requirement for any learner who enrolls in their first nursing course at the College and all learners returning from LOA or repeating a course, effective Fall 2015 semester. All other learners should subtract, as applicable, one (1) course or three (3) semester credits or forty-five (45) contact hours for Pathophysiology from the requirement.

Admissions Requirements and Procedures
All applicants work closely with an Admissions Advisor to assess career goals, motivation, and commitment to learning.

To be considered for admission, an applicant must meet the following requirements:

1. Pay the $100 non-refundable application fee (the application fee is waived for active duty members of the U.S. Uniformed Services).
2. Complete Application for Admissions (the Application and the paid fee are valid for one (1) year).
3. Submit a proof of high school graduation (diploma) or equivalency (GED or a non-U.S. equivalent).
4. If requesting transfer of credit, complete a Transfer of Credit Request Form and submit official college transcripts for the previous post-secondary coursework in accordance with the Transfer of Credit section of the Catalog.
   a. A total of twenty^(20) general education semester credits is required for graduation from the ADN Program and must be completed prior to the end of the last semester in the ADN Program. Refer to the General Education Requirement section of the Catalog for the minimum number of credits required in each of the four (4) general education breadth areas. GE courses may be completed at the College or another institution of higher learning concurrent with enrollment in nursing courses.
   b. A minimum of eight (8) GE semester credits are required to enroll in nursing courses. Anatomy and Physiology are the required prerequisite courses. Learners may elect to complete the prerequisite coursework at the College or another institution of higher learning.
   c. Advanced placement candidates only; a minimum of eleven (11) GE semester credits are required to enroll in Level II nursing courses, with a minimum of eight (8) semester credits in Physical & Life Sciences. A minimum of fourteen (14) GE semester credits are required to enroll in Level III nursing courses, with a minimum of eleven (11) semester credits in Physical & Life Sciences. Anatomy and Physiology are the required prerequisite courses. Learners may elect to complete the prerequisite coursework at the College or another institution of higher learning.
   d. Official transcripts are required for matriculation into the ADN Program.
   e. Learners admitted without the full twenty^(20) semester credits of general education are required to complete at least one (1) general education course per semester at the College or another institution of higher learning and provide the official transcript to the Registrar prior to the beginning of the next semester in order to register for the next semester. In order to register for the last semester of the ADN Program, the learner must submit the proof of enrollment in the final general education course to the Registrar and, upon completion, submit an official transcript in order to graduate.
f. The College reserves the right to accept or reject any and all credits earned at other post-secondary institutions or through course challenge exams.

**Course Recency Requirement Credit Transfer Waiver**
If a general education course exceeds the time frame transfer requirement, the prospective learner may request to take a waiver exam to assess his/her current knowledge in a specific subject, if available. If the minimum passing score of 77% is achieved for the individual course exam, the College may waive the course recency requirement and accept the academic credit.

**Block Credit Transfer Waiver**
In order to waive the course recency requirement for all general education coursework previously completed, the applicant must request to take the Block Credit Transfer Evaluation exam.

The required academic areas for the Block Credit Transfer Evaluation exam are English Composition, Intermediate Algebra, Anatomy, and Physiology.

If the prospective learner achieves a minimum score of 77% in each academic areas, the College may waive the course recency requirement for all otherwise acceptable coursework and accept the academic credit. If the learner does not achieve a minimum passing score in any of the academic areas, block credit transfer will not be granted and he/she must retake the course(s).

**Final Grade of “C-” Credit Transfer Waiver**
If a grade of “C-” was earned in an otherwise acceptable general education course, the prospective learner may request to take a waiver exam to assess his/her current knowledge in a specific subject, if available. If the minimum passing score of 77% is achieved for the individual course exam, the College may waive the minimum grade requirement and accept the academic credit.

5. Write an Application Essay. Learners will be given a guide to writing the essay in the application packet.
6. Meet with a Financial Aid Advisor to initiate the financial aid process.
7. Successfully interview with an ADN Program representative.

*Note: Nightingale College is committed to ensuring the highest level of academic integrity throughout the admissions process. Violations of the academic integrity policy at any point in the admissions process will result in automatic denial of admission. See the Academic Integrity section of the College Catalog for more details.*

**Placement Exams**
Passing of certain placement exams is required in order to enroll in some courses or progress in the Program as indicated below.

**Pre-Licensure Nursing Courses Placement Exam (HESI A2)**
In order to enroll in any pre-licensure nursing core course, learners must achieve the required passing scores on the standardized placement exam. The placement exam determines learners’ readiness for success by assessing high school level knowledge in three (3) academic areas: English, Math, and Science (Anatomy and Physiology). The placement exam fee is $20.

To qualify to enroll in pre-licensure nursing core courses, learners must achieve the required passing score in each of the academic areas. Scores are valid for one (1) year. Learners may be conditionally accepted into the Program’s Level 0 GE courses without successfully passing the placement exam; however, in order
to progress to Level I, these learners must achieve the required passing scores on the placement exam or pass the corresponding Level 0 courses and achieve a minimum 77% on the final exams.

Learners who do not achieve minimum score requirements on the first attempt and do not enroll in Level 0 GE courses are required to enroll into the corresponding Igniting Success self-paced online course(s), free of charge, and may request to take an alternative version of the placement exam upon successful completion of the course(s) and payment of an additional $20 fee. If the learner scores below the minimum score requirements on the second attempt, he/she is allowed to retest after one (1) year from the date of the first attempt upon completing a new program application and paying new application and testing fees.

Advanced Placement Candidates Only
Advanced placement candidates who are requesting academic credit for NUR 240 and/or NUR 260 are required to take and pass the corresponding HESI course test-out exam as depicted in the table below:

<table>
<thead>
<tr>
<th>Course</th>
<th>Exam</th>
<th>Administered During</th>
<th>Passing Score</th>
<th>Mandatory Remediation Score</th>
<th>Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>NUR 240</td>
<td>RN Psychology/Mental Health</td>
<td>Pre-Admission</td>
<td>750</td>
<td>&lt; 900</td>
<td>$30</td>
</tr>
<tr>
<td>NUR 260</td>
<td>RN Maternity/Pediatric</td>
<td>Pre-Admission</td>
<td>750</td>
<td>&lt; 900</td>
<td>$30</td>
</tr>
</tbody>
</table>

The College allows applicants to retake either exam once after mandatory remediation. The cost to retake each exam is $30. On the second attempt, the applicant will take a different version of the exam. Free personalized remediation materials are available at www.evolve.elsevier.com after the first exam attempt. If the applicant scores below the minimum score requirement on the second attempt, he/she is allowed to retest after one (1) year from the date of the first attempt upon completing a new program application and paying a new application fee. However, applicants who do not pass one (1) or both of the exams may enroll into and complete the corresponding course(s), hence extending the program of study.

Tuition and Fees: ADN Program
Tuition for the ADN Program is $10,020 per semester (12-16 semester credits), or $835 per credit (1-11 semester credits). The College reserves the right to change its tuition and fees at any time with a 30-day notice.

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.
General Education Courses
The $100 per course fee includes all required digital textbooks (eBooks) and hardbound reference materials. In lieu of the $100 course fee, learners may elect to personally purchase all required materials, except for SCI 220, SCI 221, and SCI 251. In addition, the following courses require a payment of a lab fee of $75 per course: SCI 220, SCI 221, and SCI 251.

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.

Tuition does not include the non-refundable application and testing fees. In addition, learners are responsible for expenses, like transportation and lodging, if any, associated with the required preceptorships and clinical rotations.

Associate Degree Nursing (ADN) Program Description

The ADN Program
- provides a dynamic pathway for entry into professional registered nurse (RN) practice;
- is continually evolving to reflect local community needs and current and emerging healthcare delivery trends;
- is responsible for instilling the tenets of advocacy, professional involvement, lifelong learning, and leadership; and
- involves evidence-based practice which prepares graduates to employ critical thinking, clinical competence, and technical proficiency in health care settings.

The ADN program is designed to prepare learners to apply for RN licensure and take the NCLEX-RN® exam. The ADN Program curriculum plan meets the requirements of the Accreditation Commission for Education in Nursing (ACEN) standards. The curriculum consists of forty-eight (48) semester credits of nursing coursework and is delivered over sixty-four (64) weeks. Learners are required to take the nursing courses in the sequence prescribed. The ADN Program requires an additional twenty (20) semester credits of general education coursework. A total of sixty-eight (68) semester credits is required for graduation. The Program is designed to be completed within five (5) academic semesters. However, it may take longer to complete if learners elect to take GE courses at institutions of higher learning that require prerequisites to the Program’s mandatory GE coursework.

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, and on-ground clinical experiences and learn disease management, treatment, and prevention as well as promotion of health from the standpoint of nursing. The curriculum is specifically constructed to promote career mobility in nursing. The curriculum in the ADN Program is concept-based instead of content-based. Learners will apply concepts to a variety of systems and disease processes, and critically think through situations by concept.

The ADN Program curriculum was implemented as a result of the call for radical transformation in nursing education presented in Educating Nurses (Benner, P., Sutphen, M., Leonard, V., & Day, L., 2010), a Carnegie Foundation for the Advancement of Teaching study on preparation for the nursing profession, and other literature including the Institute of Medicine and Robert Wood Johnson Foundation report on The Future of Nursing. The implementation of concept-based curriculum is an answer to current literature and research on best practices for nursing education.
Upon satisfactory completion of the prescribed ADN Program curriculum with a minimum of “C” grade in each course and having satisfied all other graduation requirements, the learner will earn an Associate of Science in Nursing (ASN) degree.

The ADN Program prepares graduates for entry-level RN practice in hospitals, clinics, and other health care settings. An RN with an ASN practices the art and science of nursing by utilizing the nursing process and functions interdependently within the health care team. Nursing is a dynamic profession that contributes significantly to the health and well-being of individuals and communities.

ADN Program Objectives

- Graduate future nurses who will improve individual, family, and community health and wellness by applying best-demonstrated, evidence-based skills and knowledge in their practice.
- Facilitate career mobility of graduates and help meet the demand for professional nurses in the State of Utah and nationwide.
- Increase the availability of nursing education opportunities for qualified learners.
- Improve access to nursing education, class scheduling flexibility, and learning efficacy through the utilization of a variety of innovative instruction delivery methods and learning modalities, including asynchronous online engagements, blended, on-campus and distance learning, course structure, and high-fidelity simulation.

ADN Program Outcomes

ADN Program Outcomes are aligned with the Institutional Effectiveness Plan and measure the degree to which the Program achieves its stated mission. The Program Outcomes are combined into five (5) mission-based broad categories as follows:

Educational Success-Learners

- 90% of learner population will meet SAP.
- 75% of learners will meet the established Learner Outcomes (LOs) achievements after Level I.
- 78% of learners will meet the established Learner Outcomes (LOs) achievements after Level II.
- 80% of learners will meet the established Learner Outcomes (LOs) achievements after Level III.
- 75% of learners will meet the established “Confidence,” “Competence,” and “Compassion” benchmarks after Level I.
- 78% of learners will meet the established “Confidence,” “Competence,” and “Compassion” benchmarks after Level II.
- 80% of learners will meet the established “Confidence,” “Competence,” and “Compassion” benchmarks after Level III.
- 90% of learners will complete the program.
- 80% of learners will meet the established year one (1) benchmarks on the benchmark assignment/simulation based on Program-Level Learner Outcomes (PL-LOs).
- Less than 5% of new learners who start the program will withdraw within the first two (2) weeks of instruction.
- Positive Net Promoter Index (NPI) score will be achieved on learner satisfaction surveys.

Educational Success-Graduates

- 82% of learners will meet the established Learner Outcomes (LOs) achievements after Level IV.
• 82% of learners will meet the established “Confidence,” “Competence,” and “Compassion” benchmarks after Level IV.
• 85% of graduating learners will meet the established year two (2) benchmarks on the benchmark assignment/simulation based on PL-LOs.
• 70% of alumni will be enrolled in or completed a higher degree nursing program within 18-26 months after graduation.
• First-time NCLEX-RN® exam pass rate will be at or above 3-year rolling national average.

Professional Success-Learners

• 30% of learners will be actively involved in National Student Nurses Association (NSNA) or its regional or local chapter.
• 50% of learners will be members of nursing associations, other than NSNA.
• 75% of learners will meet the established professional role assimilation competency benchmark on clinical evaluations at the end of the first academic year.

Professional Success-Graduates

• 3-year cohort default rate will be less than 20%.
• Positive Net Promoter Index (NPI) score will be achieved on employer satisfaction surveys.
• 80% of alumni who graduated during the last academic year will be employed in the nursing field by December 1.
• Positive Net Promoter Index (NPI) score will be achieved on alumni employment satisfaction surveys.

Improving the Communities We Serve

• Fifty (50) attendees will participate in each learner led community health fair focused on health promotion and disease prevention.
• 75% of learners will participate in volunteer activities at least once during program enrollment.

Program-Level Learner Outcomes

At Program completion, as measured by evaluation activities throughout the Program, the graduate will

1. Demonstrate quality, competent, client-centered care—always bearing in mind the physical, psychological, spiritual, emotional, cultural, and environmental aspects of the clients’ needs.
2. Demonstrate skills of intentional learning, critical thinking, and reflection in order to purposefully perform their duties and provide holistic care to the clients they serve.
3. Use current research and nursing’s identified best practices; graduates will demonstrate the ability to practice based on evidence in their profession.
4. Make decisions demonstrating clinical judgment, taking into consideration ethical, moral, legal, and evidence-based principles.
5. Demonstrate leadership and management skills and attributes appropriate for their role as registered nurses.
6. Demonstrate effective communication—therapeutically and professionally—with and without the use of technology.
7. Demonstrate the ability to assess, improve, and assure quality and safety situations in their work as nurses.
8. Collaborate effectively with others and function as valuable team members of an interdisciplinary team.

**ADN Program Core Competencies**

1. Client-Centered Care
2. Intentional Learning with Reflection
3. Evidence-Based Practice
4. Decision-Making and Clinical Judgment
5. Organizational, Local, and Global Leadership
6. Communication and Informatics
7. Quality and Safety Assurance
8. Teamwork and Collaboration

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**Curriculum Plan**

The ADN Program consists of ten (10) pre-licensure core nursing courses, comprised of forty-eight (48) semester credits delivered over four (4) semesters or sixty-four (64) weeks, and six (6) GE courses, comprised of twenty (20) semester credits, fourteen (14) of which are delivered over one (1) additional semester or sixteen (16) weeks and the additional six (6) GE semester credits are taken concurrently with the core nursing courses. The total length of the Program for learners electing to complete all GE requirements at the College is sixty-eight (68) semester credits, five (5) semesters, or eighty (80) weeks. Other general education and elective courses are available for learners who transfer in the required GE credits (or for any learner who is interested in taking these unrequired courses), provided there is room within the individual’s semester credit load.

Up to 25% of the clinical contact hours (176) may be delivered via simulation.

The ADN Program is a blended program. All didactic instruction is delivered via distance learning modalities. However, the College may require learners to attend didactic instruction in any course on ground. All testing, labs, and clinicals for the core nursing courses are delivered on ground at the campus or other sites.
### Level 0

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Delivery Modality</th>
<th>Semester</th>
<th>Didactic</th>
<th>Lab</th>
<th>Clinical</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>SCI 220</td>
<td>Distance</td>
<td>4</td>
<td>45</td>
<td>30</td>
<td>-</td>
<td>75</td>
</tr>
<tr>
<td>SCI 221</td>
<td>Distance</td>
<td>4</td>
<td>45</td>
<td>30</td>
<td>-</td>
<td>75</td>
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<tr>
<td>ENG 120</td>
<td>Distance</td>
<td>3</td>
<td>45</td>
<td>-</td>
<td>-</td>
<td>45</td>
</tr>
<tr>
<td>MAT 110</td>
<td>Distance</td>
<td>3</td>
<td>45</td>
<td>-</td>
<td>-</td>
<td>45</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td>14</td>
<td>180</td>
<td>60</td>
<td>-</td>
<td>240</td>
</tr>
</tbody>
</table>

### Level I

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Delivery Modality</th>
<th>Semester</th>
<th>Didactic</th>
<th>Lab</th>
<th>Clinical</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>NUR 200</td>
<td>Blended</td>
<td>5</td>
<td>37.5</td>
<td>45</td>
<td>45</td>
<td>127.5</td>
</tr>
<tr>
<td>NUR 210</td>
<td>Distance</td>
<td>2</td>
<td>30</td>
<td>-</td>
<td>-</td>
<td>30</td>
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<tr>
<td>NUR 220</td>
<td>Blended</td>
<td>5</td>
<td>30</td>
<td>15</td>
<td>112.5</td>
<td>157.5</td>
</tr>
<tr>
<td>SCI 321(^1)</td>
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<td>3(^^)</td>
<td>45(^)</td>
<td>-</td>
<td>-</td>
<td>45(^)</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td>15(^)</td>
<td>142.5(^)</td>
<td>60</td>
<td>157.5</td>
<td>360(^)</td>
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</table>

### Level II

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Delivery Modality</th>
<th>Semester</th>
<th>Didactic</th>
<th>Lab</th>
<th>Clinical</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>NUR 240</td>
<td>Blended</td>
<td>6</td>
<td>45</td>
<td>30</td>
<td>90</td>
<td>165</td>
</tr>
<tr>
<td>NUR 260</td>
<td>Blended</td>
<td>6</td>
<td>45</td>
<td>30</td>
<td>90</td>
<td>165</td>
</tr>
<tr>
<td>PSY 201</td>
<td>Distance</td>
<td>3</td>
<td>45</td>
<td>-</td>
<td>-</td>
<td>45</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td>15</td>
<td>135</td>
<td>60</td>
<td>180</td>
<td>375</td>
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</table>

### Level III\(^2\)

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Delivery Modality</th>
<th>Semester</th>
<th>Didactic</th>
<th>Lab</th>
<th>Clinical</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>NUR 310</td>
<td>Distance</td>
<td>3</td>
<td>45</td>
<td>-</td>
<td>-</td>
<td>45</td>
</tr>
<tr>
<td>NUR 330</td>
<td>Distance</td>
<td>2</td>
<td>30</td>
<td>-</td>
<td>-</td>
<td>30</td>
</tr>
<tr>
<td>NUR 340</td>
<td>Blended</td>
<td>7</td>
<td>52.5</td>
<td>15</td>
<td>135</td>
<td>202.5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td>12</td>
<td>127.5</td>
<td>15</td>
<td>135</td>
<td>277.5</td>
</tr>
</tbody>
</table>

### Level IV\(^2\)

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Delivery Modality</th>
<th>Semester</th>
<th>Didactic</th>
<th>Lab</th>
<th>Clinical</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>NUR 360</td>
<td>Blended</td>
<td>7</td>
<td>60</td>
<td>15</td>
<td>112.5</td>
<td>187.5</td>
</tr>
<tr>
<td>NUR 390</td>
<td>Blended</td>
<td>5</td>
<td>35</td>
<td>-</td>
<td>120</td>
<td>155</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td>12</td>
<td>95</td>
<td>15</td>
<td>232.5</td>
<td>342.5</td>
</tr>
</tbody>
</table>

**Nursing Courses Total** 48

**General Education Total** 20\(^\) 68\(^\) 680\(^\) 210 705 1595\(^\)

**General Electives**

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Delivery Modality</th>
<th>Semester Credits</th>
<th>Didactic</th>
<th>Lab</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>SCI 131</td>
<td>Distance</td>
<td>3</td>
<td>45</td>
<td>-</td>
<td>45</td>
</tr>
<tr>
<td>SCI 251</td>
<td>Distance</td>
<td>4</td>
<td>45</td>
<td>30</td>
<td>75</td>
</tr>
</tbody>
</table>

### Notes:
1. Learners whose program plan differs from this standard plan must complete SCI 321: Pathophysiology in the first semester of enrollment at the College in order to progress within the Program.
2. Learners who plan to continue to the RN-to-BSN Bridge Program are encouraged to complete SCI 131: Introduction to Nutrition and SCI 251: Microbiology with lab during Levels III and IV of the ADN Program, at no additional cost. Therefore, the total number of semester credits will increase from sixty-eight\(^\) (68) to seventy-five\(^\) (75).

**General Education Requirements**

General education (GE) courses can be completed at the College or another institution of higher learning accredited by an accrediting agency recognized by the U.S. Department of Education or the Council for Higher Education Accreditation (CHEA). The College may grant GE academic credit pursuant to the policies described in the Experiential Learning and Extra-Institutional and Non-Instructional Learning sections of the Catalog. Twenty\(^\) (20) GE semester credits are required for graduation. Refer to the Admissions Requirements and Procedures section above for more information.
**Physical & Life Science**

A minimum of eleven (11) semester credits is required in this category. The courses listed below as well as other college-level Physical & Life Science courses are considered for transfer of credits. Courses marked with an asterisk (*) are mandatory.

<table>
<thead>
<tr>
<th>Course</th>
<th>Semester Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anatomy*</td>
<td>3-5</td>
</tr>
<tr>
<td>Physiology*</td>
<td>3-5</td>
</tr>
<tr>
<td>Pathophysiology**</td>
<td>3-5</td>
</tr>
<tr>
<td>Biology</td>
<td>3-5</td>
</tr>
<tr>
<td>Chemistry</td>
<td>3-5</td>
</tr>
<tr>
<td>Physics</td>
<td>3-5</td>
</tr>
</tbody>
</table>

**English & Composition**

A minimum of three (3) credits is required in this category. The courses listed below as well as other college-level English & Composition courses are considered for transfer of credits.

<table>
<thead>
<tr>
<th>Course</th>
<th>Semester Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Composition</td>
<td>3-5</td>
</tr>
<tr>
<td>Academic Writing</td>
<td>3-5</td>
</tr>
<tr>
<td>Creative Writing</td>
<td>3-5</td>
</tr>
<tr>
<td>Communications</td>
<td>3-5</td>
</tr>
<tr>
<td>Poetry/Fiction</td>
<td>3-5</td>
</tr>
</tbody>
</table>

**Mathematics**

A minimum of three (3) credits is required in this category. The courses listed below as well as other college-level Mathematics courses are considered for transfer of credits.

<table>
<thead>
<tr>
<th>Course</th>
<th>Semester Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intermediate Algebra</td>
<td>3-5</td>
</tr>
<tr>
<td>Calculus</td>
<td>3-5</td>
</tr>
<tr>
<td>Trigonometry</td>
<td>3-5</td>
</tr>
<tr>
<td>Mathematics</td>
<td>3-5</td>
</tr>
<tr>
<td>Business Mathematics</td>
<td>3-5</td>
</tr>
<tr>
<td>Statistics</td>
<td>3-5</td>
</tr>
</tbody>
</table>

**Human Behavior & Social Sciences**

A minimum of three (3) credits is required in this category. The courses listed below as well as other college-level Human Behavior & Social Sciences courses are considered for transfer of credits.

<table>
<thead>
<tr>
<th>Course</th>
<th>Semester Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Psychology</td>
<td>3-5</td>
</tr>
<tr>
<td>Human Growth &amp; Development</td>
<td>3-5</td>
</tr>
<tr>
<td>Sociology</td>
<td>3-5</td>
</tr>
<tr>
<td>Abnormal Psychology</td>
<td>3-5</td>
</tr>
<tr>
<td>Cultural Anthropology</td>
<td>3-5</td>
</tr>
</tbody>
</table>

**Standardized Exams**

Standardized end-of-course exams are administered at the end of each level of the ADN Program. Required scores for mandatory remediation on standardized exams are specified in the table below.
**Standardized Exam Schedule for Generic ADN Learners:**

<table>
<thead>
<tr>
<th>Exam</th>
<th>Administered During</th>
<th>Mandatory Remediation Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>RN Fundamentals (NUR 200)</td>
<td>Level I</td>
<td>&lt; 900</td>
</tr>
<tr>
<td>RN Psychosocial (NUR 240)</td>
<td>Level II</td>
<td>&lt; 900</td>
</tr>
<tr>
<td>RN OB/Growth and Development (NUR 260)</td>
<td>Level II</td>
<td>&lt; 900</td>
</tr>
<tr>
<td>RN Pharmacology (NUR 310)</td>
<td>Level III</td>
<td>&lt; 900</td>
</tr>
<tr>
<td>RN Medical Surgical (NUR 340)</td>
<td>Level III</td>
<td>&lt; 900</td>
</tr>
<tr>
<td>Medical Surgical Comprehensive (NUR 360)</td>
<td>Level IV</td>
<td>&lt; 900</td>
</tr>
<tr>
<td>RN Exit (NUR 390)</td>
<td>Level IV</td>
<td>&lt; 900</td>
</tr>
</tbody>
</table>

**Standardized Exam Schedule for Advanced Placement LPN/LVN Learners:**

<table>
<thead>
<tr>
<th>Exam</th>
<th>Administered During</th>
<th>Mandatory Remediation Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>RN Maternity/Pediatric</td>
<td>Pre-Admission</td>
<td>&lt; 900</td>
</tr>
<tr>
<td>RN Psychology/Mental Health</td>
<td>Pre-Admission</td>
<td>&lt; 900</td>
</tr>
<tr>
<td>RN Fundamentals (NUR 200)</td>
<td>Beginning of Level III</td>
<td>&lt; 900</td>
</tr>
<tr>
<td>RN Pharmacology (NUR 310)</td>
<td>Level III</td>
<td>&lt; 900</td>
</tr>
<tr>
<td>RN Medical Surgical (NUR 340)</td>
<td>Level III</td>
<td>&lt; 900</td>
</tr>
<tr>
<td>Medical Surgical Comprehensive (NUR 360)</td>
<td>Level IV</td>
<td>&lt; 900</td>
</tr>
<tr>
<td>RN Exit (NUR 390)</td>
<td>Level IV</td>
<td>&lt; 900</td>
</tr>
</tbody>
</table>

**Satisfactory Academic Progress Table**

<table>
<thead>
<tr>
<th>Total Credits Attempted</th>
<th>Probation if CGPA is below:</th>
<th>Suspension if CGPA is below</th>
<th>Probation if course completion rate is below:</th>
<th>Suspension or Withdrawal if course completion rate is below:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2.0</td>
<td>1.0</td>
<td>67%</td>
<td>N/A</td>
</tr>
<tr>
<td>13-24</td>
<td>2.0</td>
<td>1.5</td>
<td>67%</td>
<td>50%</td>
</tr>
<tr>
<td>25-36</td>
<td>2.0</td>
<td>1.75</td>
<td>67%</td>
<td>55%</td>
</tr>
<tr>
<td>37-48</td>
<td>N/A</td>
<td>2.0</td>
<td>67%</td>
<td>60%</td>
</tr>
<tr>
<td>49-60</td>
<td>N/A</td>
<td>2.0</td>
<td>67%</td>
<td>65%</td>
</tr>
<tr>
<td>61-72</td>
<td>N/A</td>
<td>2.0</td>
<td>N/A</td>
<td>67%</td>
</tr>
</tbody>
</table>
BASIC MEDICAL TECHNICIAN CORPSMAN (BMTC)-to-BACHELOR OF SCIENCE IN NURSING (BSN) BRIDGE PROGRAM

Admission Requirements and Procedures
All applicants work closely with an Admissions Advisor to assess career goals, motivation, and commitment to learning.

To be considered for admission, an applicant must meet the following requirements:

1. Pay the $100 non-refundable application fee (the application fee is waived for active duty members of the U.S. Uniformed Services).
2. Complete Application for Admissions (the Application and the paid fee are valid for one (1) year).
3. Submit a proof of high school graduation (diploma) or equivalency (GED or a non-U.S. equivalent).
4. Submit military transcripts as a proof of completion of the BMTC curriculum or equivalent.
5. Submit proof of active duty, reserve, or veteran status.
6. If requesting transfer of credit, complete a Transfer of Credit Request Form and submit official college transcripts for the previous post-secondary coursework in accordance with the Transfer of Credit section of the Catalog.
   a. Forty-eight (48) general education credits are required for the BSN degree. Refer to the General Education Requirements section of the Catalog for the minimum number of credits required in each of the four (4) general education breadth areas. GE courses may be completed at the College or another institution of higher learning.
   b. A minimum of eight (8) GE semester credits are required to enroll in nursing courses. Anatomy and Physiology are the required prerequisite courses. Learners may elect to complete the prerequisite coursework at the College or another institution of higher learning.
   c. General education requirements may be met either through completing the course work at Nightingale College or through the transfer of credit (see Transfer of Credit section of this Catalog for more information and academic residency requirements). Refer to the Curriculum Plan section of the Catalog for the required coursework.
   d. Official transcripts are required for matriculation into the BMTC-to-BSN Bridge Program.
   e. The College reserves the right to accept or reject any and all credits earned at other post-secondary institutions or through course challenge exams.

Course Recency Requirement Credit Transfer Waiver
If a general education course exceeds the time frame transfer requirement, the prospective learner may request to take a waiver exam to assess his/her current knowledge in a specific subject, if available. If the minimum passing score of 77% is achieved for the individual course exam, the College may waive the course recency requirement and accept the academic credit.

Block Credit Transfer Waiver
In order to waive the course recency requirement for all general education coursework previously completed, the applicant must request to take the Block Credit Transfer Evaluation exam.

The required academic areas for the Block Credit Transfer Evaluation exam are English Composition, Intermediate Algebra, Anatomy, and Physiology.
If the prospective learner achieves a minimum score of 77% in each academic area, the College may waive the course recency requirement for all otherwise acceptable coursework and accept the academic credit. If the learner does not achieve a minimum passing score in any of the academic areas, block credit transfer will not be granted and he/she must retake the course(s).

**Final Grade of “C-” Credit Transfer Waiver.**
If a grade of “C-” was earned in an otherwise acceptable general education course, the prospective learner may request to take a waiver exam to assess his/her current knowledge in a specific subject, if available. If the minimum passing score of 77% is achieved for the individual course exam, the College may waive the minimum grade requirement and accept the academic credit.

7. Write an Application Essay. Learners will be given a guide to writing the essay in the application packet.
8. Meet with a Financial Aid Advisor to initiate the financial aid process.
9. Successfully interview with a Program representative.

**Note: Nightingale College is committed to ensuring the highest level of academic integrity throughout the admissions process. Violations of the academic integrity policy at any point in the admissions process will result in automatic denial of admission. See the Academic Integrity section of the College Catalog for more details.**

**Placement Exams**
Passing of certain placement exams is required in order to enroll in some courses or progress in the Program as indicated below.

**Pre-Licensure Nursing Core Placement Exam (HESI A2)**
In order to enroll in any pre-licensure nursing core course, learners must achieve the required passing scores on the standardized placement exam. The placement exam determines learners’ readiness for success by assessing high school level knowledge in three (3) academic areas: English, Math, and Science (Anatomy and Physiology). The placement exam fee is $20.

To qualify to enroll in pre-licensure nursing core courses, learners must achieve the required passing score in each of the academic areas. Scores are valid for one (1) year. Learners may be conditionally accepted into the Program’s Level 0 GE courses without successfully passing the placement exam; however, in order to progress to Level III, these learners must achieve the required passing scores on the placement exam or pass the corresponding Level 0 courses and achieve a minimum of 77% on the final exam.

Learners who do not achieve minimum score requirements on the first attempt are required to enroll into the corresponding Igniting Success self-paced online course(s), free of charge, and may request to take an alternative version of the placement exam upon successful completion of the course(s) and payment of an additional $20 fee. If the learner scores below the minimum score requirement on the second attempt, he/she is allowed to retest after one (1) year from the date of the first attempt upon completing a new program application and paying a new application fee.

Learners who achieve the minimum overall score on the placement exam but fall short of the required passing scores in any of the academic areas may be conditionally accepted into the Program and are required to enroll into and pass the corresponding Igniting Success self-paced online course(s), free of charge, by the end of the add/drop period in Level III.
Program Placement Exam
Purchase, schedule, take, and pass the Program placement exam. (This requirement is waived for applicants who have successfully completed the BMTC Program at the Military Education and Training Campus (METC) in San Antonio, Texas within the three (3) years of the first day of enrollment at the College.) The fee for the exam is $50. The placement exam includes both the didactic learning and lab skills assessments, and is focused on fundamentals of nursing and basic medical-surgical knowledge. The didactic learning assessment is provided by HESI and requires a minimum score of 750 to pass. Learners who score below 900 on the placement exam are required to complete mandatory remediation.

The College allows applicants to retake the exam once. The cost to retake the Program placement exam is $50. On the second attempt, the applicant will take a different version of the exam. Free personalized remediation materials are available at www.evolve.elsevier.com after the first exam attempt. If the applicant scores below the minimum score requirement on the second attempt, he/she is allowed to retest after one (1) year from the date of the first attempt upon completing a new program application and paying a new application fee, or to transfer the application to the Associate Degree Nursing Program.

Tuition and Fees: BMTC-to-BSN Bridge Program
Tuition for the BMTC-to-BSN Bridge Program is $500 per semester credit. 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
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>
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<tr>
<td>0-7</td>
<td>7</td>
<td>112</td>
</tr>
<tr>
<td>8-23</td>
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<tr>
<td>42-48</td>
<td>4</td>
<td>64</td>
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</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.

BMTC-to-BSN Bridge Program Objectives
- Graduate baccalaureate-level nurses who will improve individual, family, and community health and wellness by applying clinical reasoning, evidence-based skills and knowledge, and leadership in practice.
- Facilitate career mobility of graduates and help meet the demand for professional nurses in the State of Utah and nationwide.
- Increase the availability of advanced nursing education opportunities for qualified learners.
- Improve access to nursing education, class scheduling flexibility, and learning efficacy through the utilization of a variety of innovative instruction delivery methods and learning modalities, including synchronous and asynchronous online engagements, capstone activities, and distance learning.

Program-Level Learner Outcomes
At Program completion, as measured by evaluation activities throughout the Program, the graduate will

1. Exemplify quality, competent, client-centered care—always demonstrating awareness of the physical, psychological, spiritual, emotional, cultural, and environmental aspects of the clients’ needs.
2. Demonstrate intentional learning, clinical reasoning, and reflection in order to purposefully lead in the profession and provide holistic care to their clients.
3. Integrate and perform research in nursing’s identified best practices, and demonstrate the ability to practice based on evidence they have analyzed and applied in their profession.
4. Make decisions demonstrating clinical judgment, taking into consideration ethical, moral, legal, and evidence-based principles.
5. Exemplify leadership and management skills and attributes appropriate for their role as BSN-level registered nurses.
6. Engage in effective communication—therapeutically and professionally—with and without the use of technology.
7. Assess, improve, and assure quality and safety situations in their work environments as nurses; and
8. Collaborate effectively with others and function as valuable team members of an interdisciplinary team.

**BMTC-to-BSN Bridge Program Core Competencies**

1. Client-Centered Care
2. Intentional Learning with Reflection
3. Evidence-Based Practice
4. Decision-Making and Clinical Judgment
5. Organizational, Local, and Global Leadership
6. Communication and Informatics
7. Quality and Safety Assurance
8. Teamwork and Collaboration
Curriculum Plan
The BMTC-to-BSN Bridge Program requires eight (8) semester credits of Human Anatomy and Physiology as prerequisites and consists of six (6) pre-licensure core nursing courses (thirty-two (32) semester credits), nine (9) upper-division core nursing courses (twenty-four (24) semester credits), and thirteen (13) GE courses (forty (40) semester credits). The total length of the Program for learners electing to complete all GE requirements at the College is ninety-six (96) semester credits, six (6) semesters, or ninety-six (96) weeks.

Up to 25% of the clinical contact hours (126) may be delivered via simulation.

<table>
<thead>
<tr>
<th>Course Number</th>
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PROGRAM SUMMARY

<table>
<thead>
<tr>
<th>Nursing Core Courses</th>
<th>56</th>
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<tbody>
<tr>
<td>General Education Requirements</td>
<td>48*</td>
</tr>
<tr>
<td>BMTC-to-BSN Bridge Program Total</td>
<td>104 635 105 502.5 1242.5</td>
</tr>
</tbody>
</table>

*Includes eight (8) prerequisite semester credits of Human Anatomy and Physiology.

Notes:
1. COM 301: Oral Communication can be substituted with any three (3) semester credits of upper-division elective(s).
2. HUM 300: Introduction to Philosophy and HUM 110: Western Civilization I alternate every other semester.
3. SOC 220: Introduction to Sociology and ANT 300: Cultural Anthropology alternate every other semester.
4. Though not classified as “clinical” contact hours in the curriculum plan, the BMTC-to-BSN Bridge Program requires forty-five (45) tracked practice-based clinical project hours in order to earn the academic credit for NUR 420 and NUR 490.

General Education Requirements
Combined forty-eight (48) semester credits of general education and elective courses are required for graduation. Up to forty (40) of these semester credits can be completed during the BMTC-to-BSN Bridge Program. Applicants who do not have the minimum eight (8) semester credits of Anatomy and Physiology upon admission may extend their enrollment in the BMTC-to-BSN Bridge Program to fulfill all requirements. Refer to the Admissions Requirements and Procedures section above for more information.

Physical & Life Science
A minimum of fifteen (15) semester credits is required in this category. The courses listed below as well as other college-level Physical & Life Science courses are considered for the fulfillment of the GE requirements. Courses marked with an asterisk (*) are mandatory.

<table>
<thead>
<tr>
<th>Course</th>
<th>Semester Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anatomy*</td>
<td>3-5</td>
</tr>
<tr>
<td>Physiology*</td>
<td>3-5</td>
</tr>
<tr>
<td>Pathophysiology*</td>
<td>3-5</td>
</tr>
<tr>
<td>Biology</td>
<td>3-5</td>
</tr>
<tr>
<td>Chemistry</td>
<td>3-5</td>
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<tr>
<td>Environmental Science</td>
<td>3-5</td>
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<tr>
<td>Physics</td>
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</table>

English & Composition
A minimum of six (6) credits is required in this category. Courses marked with an asterisk (*) are mandatory.

<table>
<thead>
<tr>
<th>Course</th>
<th>Semester Credits</th>
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</thead>
<tbody>
<tr>
<td>Technical Writing*</td>
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<td>English Composition</td>
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<td>Academic Writing</td>
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<tr>
<td>Creative Writing</td>
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<tr>
<td>Communications</td>
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</tr>
<tr>
<td>Poetry/Fiction</td>
<td>3-5</td>
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</tbody>
</table>
Mathematics
A minimum of six (6) credits is required in this category.
Courses marked with an asterisk (*) are mandatory.

<table>
<thead>
<tr>
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<th>Semester Credits</th>
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</thead>
<tbody>
<tr>
<td>Statistics*</td>
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<tr>
<td>Intermediate Algebra</td>
<td>3-5</td>
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<tr>
<td>Calculus</td>
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</tr>
<tr>
<td>Trigonometry</td>
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<tr>
<td>Mathematics</td>
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Human Behavior & Social Science
A minimum of six (6) credits is required in this category.

<table>
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</thead>
<tbody>
<tr>
<td>Psychology</td>
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<tr>
<td>Human Growth &amp; Development</td>
<td>3-5</td>
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<tr>
<td>Sociology</td>
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<tr>
<td>Abnormal Psychology</td>
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<tr>
<td>Cultural Anthropology</td>
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<tr>
<td>Organizational Behavior</td>
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<tr>
<td>Macroeconomics</td>
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<tr>
<td>United States History</td>
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Humanities & Fine Arts
A minimum of six (6) credits is required in this category.

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<td>Religion</td>
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<tr>
<td>Introduction to Philosophy</td>
<td>3-5</td>
</tr>
<tr>
<td>Western Civilization</td>
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</tbody>
</table>

Upper-Division Elective(s)
A minimum of three (3) semester credits of any additional upper-division elective course(s).

Other Electives

<table>
<thead>
<tr>
<th>Course</th>
<th>Semester Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nutrition</td>
<td>3-5</td>
</tr>
<tr>
<td>Microbiology</td>
<td>3-5</td>
</tr>
</tbody>
</table>

Combined forty-eight (48) semester credits of general education and elective courses are required for graduation. Up to forty (40) of these semester credits can be completed during BMTC-to-BSN Bridge Program. Applicants who do not have the minimum eight (8) combined general education and elective semester credits upon admission may extend their enrollment in the BMTC-to-BSN Bridge Program to fulfill all requirements. Refer to the Admissions Requirements and Procedures section above for more information.

A combined total of 48 General Education (GE) and elective credits are required for the BSN Degree.

Standardized Exams
Standardized end-of-course exams are administered at the end of each level of the Pre-Licensure Nursing Core courses of the BMTC-to-BSN Bridge Program. Required scores for mandatory remediation on standardized exams are specified in the table below.
Standardized Exams Schedule for Pre-Licensure Nursing Core Learners:

<table>
<thead>
<tr>
<th>Exam</th>
<th>Administered During</th>
<th>Mandatory Remediation Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td>RN Fundamentals (NUR 200)</td>
<td>Beginning of Level III</td>
<td>&lt; 900</td>
</tr>
<tr>
<td>RN Pharmacology (NUR 315)</td>
<td>Level III</td>
<td>&lt; 900</td>
</tr>
<tr>
<td>RN Medical Surgical 1 (NUR 225)</td>
<td>Level IV</td>
<td>&lt; 900</td>
</tr>
<tr>
<td>RN Psychosocial (NUR 245)</td>
<td>Level V</td>
<td>&lt; 900</td>
</tr>
<tr>
<td>RN OB/Growth and Development (NUR 265)</td>
<td>Level V</td>
<td>&lt; 900</td>
</tr>
<tr>
<td>Medical Surgical Comprehensive (NUR 365)</td>
<td>Level VI</td>
<td>&lt; 900</td>
</tr>
<tr>
<td>RN Exit (NUR 390)</td>
<td>Level VII</td>
<td>&lt; 900</td>
</tr>
</tbody>
</table>

Satisfactory Academic Progress Table

<table>
<thead>
<tr>
<th>Total Credits Attempted</th>
<th>Probation if CGPA is below</th>
<th>Suspension if CGPA is below</th>
<th>Probation if course completion rate is below</th>
<th>Suspension or Withdrawal if course completion rate is below</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-12</td>
<td>2.0</td>
<td>1.0</td>
<td>67%</td>
<td>N/A</td>
</tr>
<tr>
<td>13-24</td>
<td>2.0</td>
<td>1.5</td>
<td>67%</td>
<td>50%</td>
</tr>
<tr>
<td>25-36</td>
<td>2.0</td>
<td>1.75</td>
<td>67%</td>
<td>55%</td>
</tr>
<tr>
<td>37-48</td>
<td>N/A</td>
<td>2.0</td>
<td>67%</td>
<td>60%</td>
</tr>
<tr>
<td>49-60</td>
<td>N/A</td>
<td>2.0</td>
<td>67%</td>
<td>65%</td>
</tr>
<tr>
<td>61-72</td>
<td>N/A</td>
<td>2.0</td>
<td>N/A</td>
<td>67%</td>
</tr>
<tr>
<td>73-84</td>
<td>N/A</td>
<td>2.0</td>
<td>N/A</td>
<td>67%</td>
</tr>
<tr>
<td>85-96</td>
<td>N/A</td>
<td>2.0</td>
<td>N/A</td>
<td>67%</td>
</tr>
<tr>
<td>97-108</td>
<td>N/A</td>
<td>2.0</td>
<td>N/A</td>
<td>67%</td>
</tr>
<tr>
<td>109-120</td>
<td>N/A</td>
<td>2.0</td>
<td>N/A</td>
<td>67%</td>
</tr>
</tbody>
</table>
REGISTERED NURSE (RN)-to-BACHELOR OF SCIENCE IN NURSING (BSN) BRIDGE PROGRAM

Admissions Requirements and Procedures
All applicants work closely with an Admissions Advisor to assess career goals, motivation, and commitment to learning.

To be considered for admission, an applicant must meet the following requirements:

1. Pay the $100 non-refundable application fee (the application fee is waived for all Nightingale College’s pre-licensure programs graduates and active duty members of the U.S. Uniformed Services).
2. Complete Application for Admissions (the Application and the paid fee are valid for one (1) year).
3. Submit a proof of high school graduation (diploma) or equivalency (GED or a non-U.S. equivalent).
4. Submit a proof of current active unencumbered registered nurse (RN) licensure from any U.S. jurisdiction. Nightingale College’s pre-licensure programs graduates may enroll in the RN-to-BSN Bridge Program upon providing proof of RN licensure application and must become licensed within the first semester of the Program in order to progress within the Program.
5. If requesting transfer of credit, complete a Transfer of Credit Request Form and submit official college transcripts for the previous post-secondary coursework in accordance with the Transfer of Credit section of the Catalog.
   a. Forty-eight (48) general education credits are required for the BSN degree. Refer to the table below for the minimum number of credits required in each of the five (5) general education breadth areas. General education requirements may be met either through completing the course work at the College or through the transfer of credit (see Transfer of Credit section of this Catalog for more information). Up to twenty-two (22) GE semester credits can be completed during the RN-to-BSN Bridge Program. Applicants who do not have the minimum twenty-six (26) GE semester credits upon admission may extend their enrollment in the RN-to-BSN Bridge Program to fulfill all general education requirements.
   b. Official transcripts are required for matriculation into the RN-to-BSN Bridge Program.
   c. The College reserves the right to accept or reject any and all credits earned at other post-secondary institutions or through course challenge exams.

Course Recency Requirement Credit Transfer Waiver
If a general education course exceeds the time frame transfer requirement, the prospective learner may request to take a waiver exam to assess his/her current knowledge in a specific subject, if available. If the minimum passing score of 77% is achieved for the individual course exam, the College may waive the course recency requirement and accept the academic credit.

Block Credit Transfer Waiver
In order to waive the course recency requirement for all general education coursework previously completed, the applicant must request to take the Block Credit Transfer Evaluation exam.

The required academic areas for the Block Credit Transfer Evaluation exam are English Composition, Intermediate Algebra, Anatomy, Physiology, and a choice of one (1) additional science area.

If the prospective learner achieves a minimum score of 77% in each academic areas, the College may waive the course recency requirement for all otherwise acceptable coursework and accept the
academic credit. If the learner does not achieve a minimum passing score in any of the academic areas, block credit transfer will not be granted and he/she must retake the course(s).

Final Grade of “C-” Credit Transfer Waiver
If a grade of “C-” was earned in an otherwise acceptable general education course, the prospective learner may request to take a waiver exam to assess his/her current knowledge in a specific subject, if available. If the minimum passing score of 77% is achieved for the individual course exam, the College may waive the minimum grade requirement and accept the academic credit.


Note: Nightingale College is committed to ensuring the highest level of academic integrity throughout the admissions process. Violations of the academic integrity policy at any point in the admissions process will result in automatic denial of admission. See the Academic Integrity section of the College Catalog for more details.

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 Graduate 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. 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.

RN-to-BSN Bridge Program Description
The RN-to-BSN Bridge Program is designed to further develop skills, reasoning, and attributes of licensed professional registered nurses (RNs). The RN-to-BSN Bridge Program curriculum is grounded in the American Association of Colleges of Nursing (AACN) Essentials of Baccalaureate Education for Professional Nursing. A total of one hundred twenty (120) semester credits are required for the conferral of the BSN degree. Upon enrollment, learners are granted forty-eight (48) semester credits of core pre-licensure nursing coursework pursuant to the RN licensure. The RN-to-BSN Bridge Program consists of twenty-four (24) semester credits of upper-division nursing coursework. In addition, the completion of the BSN degree requires forty-eight (48) semester credits of general education. Learners who hold an associate of science degree in nursing and transfer a minimum twenty-six (26) semester credits of general education can complete the RN-to-BSN Bridge Program within three (3) semesters, or forty-eight (48) weeks of instruction. Learners who have not completed any general education requirements and elect to complete all GE coursework at the College can complete the RN-to-BSN Bridge Program within five (5) semesters, or eighty (80) weeks of instruction. The table below illustrates the estimated program completion time based on the number of general education credits transferred in upon enrollment.
<table>
<thead>
<tr>
<th>Number of GE Credits Transferred</th>
<th>Semesters to Complete RN-to-BSN Bridge Program</th>
<th>Weeks of Instruction to Complete RN-to-BSN Bridge Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-10</td>
<td>5</td>
<td>80</td>
</tr>
<tr>
<td>11-25</td>
<td>4</td>
<td>64</td>
</tr>
<tr>
<td>26-41</td>
<td>3</td>
<td>48</td>
</tr>
<tr>
<td>42-48</td>
<td>2</td>
<td>32</td>
</tr>
</tbody>
</table>

Learners engage in online didactic 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 RN-to-BSN Bridge Program curriculum, the learner will earn a Bachelor of Science in Nursing (BSN) degree.

**RN-to-BSN Bridge Program Objectives**

- Graduate baccalaureate-level nurses who will improve individual, family, and community health and wellness by applying clinical reasoning, evidence-based skills and knowledge, and leadership in practice.
- Facilitate career mobility of graduates and help meet the demand for professional nurses in the State of Utah and nationwide.
- Increase the availability of advanced nursing education opportunities for qualified learners.
- Improve access to nursing education, class scheduling flexibility, and learning efficacy through the utilization of a variety of innovative instruction delivery methods and learning modalities, including synchronous and asynchronous online engagements, capstone activities, and distance learning.

**Program-Level Learner Outcomes**

At Program completion, as measured by evaluation activities throughout the Program, the graduate will

1. Exemplify quality, competent, client-centered care—always demonstrating awareness of the physical, psychological, spiritual, emotional, cultural, and environmental aspects of the clients’ needs.
2. Demonstrate intentional learning, clinical reasoning, and reflection in order to purposefully lead in the profession and provide holistic care to their clients.
3. Integrate and perform research in nursing’s identified best practices, and demonstrate the ability to practice based on evidence they have analyzed and applied in their profession.
4. Make decisions demonstrating clinical judgment, taking into consideration ethical, moral, legal, and evidence-based principles.
5. Exemplify leadership and management skills and attributes appropriate for their role as BSN-level registered nurses.
6. Engage in effective communication—therapeutically and professionally—with and without the use of technology.
7. Assess, improve, and assure quality and safety situations in their work environments as nurses.
8. Collaborate effectively with others and function as valuable team members of an interdisciplinary team.
RN-to-BSN Bridge Program Core Competencies

1. Client-Centered Care
2. Intentional Learning with Reflection
3. Evidence-Based Practice
4. Decision-Making and Clinical Judgment
5. Organizational, Local, and Global Leadership
6. Communication and Informatics
7. Quality and Safety Assurance
8. Teamwork and Collaboration

Curriculum Plan
The RN-to-BSN Bridge Program consists of nine (9) nursing courses delivered over three (3) semesters and forty-eight (48) weeks, for a total of twenty-four (24) semester credits. There are 360 didactic contact hours total. The RN-to-BSN Bridge Program does not have any lab or clinical contact hours assigned. The Curriculum Plan table presented below represents a program plan for learners who transfer in twenty-seven (27) general education semester credits as depicted in the table below.

<table>
<thead>
<tr>
<th>GE Breadth Area</th>
<th>Number of Semester Credits Transferred In</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical &amp; Life Science</td>
<td>15*</td>
</tr>
<tr>
<td>English &amp; Composition</td>
<td>3</td>
</tr>
<tr>
<td>Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>General Electives</td>
<td>6</td>
</tr>
</tbody>
</table>

*Science credits include Anatomy, Physiology, and Pathophysiology.

The RN-to-BSN Bridge Program is a distance program meaning all didactic instruction is delivered via distance learning modalities.
### General Education Requirements

Combined forty-eight (48) semester credits of general education and elective courses are required for graduation. Up to twenty-four (24) of these semester credits can be completed during the RN-to-BSN Bridge Program. Applicants who do not have the minimum twenty-four (24) combined general education and elective semester credits upon admission may extend their enrollment in the RN-to-BSN Bridge Program to fulfill all requirements. Refer to the Admissions Requirements and Procedures section above for more information.

---

**Notes:**

1. **COM 301**: Oral Communication can be substituted with any three (3) semester credits of upper-division elective(s).
2. **HUM 300**: Introduction to Philosophy and **HUM 110**: Western Civilization I alternate every other semester.
3. **SOC 220**: Introduction to Sociology and **ANT 300**: Cultural Anthropology alternate every other semester.
4. Though not classified as “clinical” contact hours in the curriculum plan, the RN-to-BSN Bridge Program requires forty-five (45) tracked practice-based clinical project hours in order to earn the academic credit for **NUR 420** and **NUR 490**.

---

**Level V**

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Delivery Modality</th>
<th>Semester Credits</th>
<th>Contact Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAT 320</td>
<td>Distance</td>
<td>3</td>
<td>Didactic 45, Lab - Clinical - Total 45</td>
</tr>
<tr>
<td>ENG 310</td>
<td>Distance</td>
<td>3</td>
<td>Didactic 45, Lab - Clinical - Total 45</td>
</tr>
<tr>
<td>COM 301¹</td>
<td>Distance</td>
<td>3</td>
<td>Didactic 45, Lab - Clinical - Total 45</td>
</tr>
<tr>
<td>NUR 410</td>
<td>Distance</td>
<td>1</td>
<td>Didactic 15, Lab - Clinical - Total 15</td>
</tr>
<tr>
<td>NUR 430</td>
<td>Distance</td>
<td>3</td>
<td>Didactic 45, Lab - Clinical - Total 45</td>
</tr>
<tr>
<td>NUR 470</td>
<td>Distance</td>
<td>3</td>
<td>Didactic 45, Lab - Clinical - Total 45</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td>16</td>
<td>Didactic 240, Lab - Clinical - Total 240</td>
</tr>
</tbody>
</table>

**Level VI**

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Delivery Modality</th>
<th>Semester Credits</th>
<th>Contact Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>HUM 300²</td>
<td>Distance</td>
<td>3</td>
<td>Didactic 45, Lab - Clinical - Total 45</td>
</tr>
<tr>
<td>SOC 220³</td>
<td>Distance</td>
<td>3</td>
<td>Didactic 45, Lab - Clinical - Total 45</td>
</tr>
<tr>
<td>NUR 420⁴</td>
<td>Distance</td>
<td>4</td>
<td>Didactic 60, Lab - Clinical - Total 60</td>
</tr>
<tr>
<td>NUR 440</td>
<td>Distance</td>
<td>2</td>
<td>Didactic 30, Lab - Clinical - Total 30</td>
</tr>
<tr>
<td>NUR 450</td>
<td>Distance</td>
<td>3</td>
<td>Didactic 45, Lab - Clinical - Total 45</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td>15</td>
<td>Didactic 225, Lab - Clinical - Total 225</td>
</tr>
</tbody>
</table>

**Level VII**

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Delivery Modality</th>
<th>Semester Credits</th>
<th>Contact Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANT 300¹</td>
<td>Distance</td>
<td>3</td>
<td>Didactic 45, Lab - Clinical - Total 45</td>
</tr>
<tr>
<td>HUM 110²</td>
<td>Distance</td>
<td>3</td>
<td>Didactic 45, Lab - Clinical - Total 45</td>
</tr>
<tr>
<td>NUR 460</td>
<td>Distance</td>
<td>3</td>
<td>Didactic 45, Lab - Clinical - Total 45</td>
</tr>
<tr>
<td>NUR 480</td>
<td>Distance</td>
<td>3</td>
<td>Didactic 45, Lab - Clinical - Total 45</td>
</tr>
<tr>
<td>NUR 490⁴</td>
<td>Distance</td>
<td>2</td>
<td>Didactic 30, Lab - Clinical - Total 30</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td>14</td>
<td>Didactic 210, Lab - Clinical - Total 210</td>
</tr>
<tr>
<td><strong>Total Program</strong></td>
<td></td>
<td>48</td>
<td>Didactic 675, Lab - Clinical - Total 675</td>
</tr>
</tbody>
</table>

Nursing Courses Total 24
General Education 21

**RN-to-BSN Bridge Program**

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Delivery Modality</th>
<th>Semester Credits</th>
<th>Contact Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td>45</td>
<td>Didactic - Lab - Clinical - Total 675</td>
</tr>
</tbody>
</table>

**BSN Degree Nursing Courses** 72
**BSN General Education** 48

**BSN Degree Total** 120 - - -

---
**Physical & Life Science**
A minimum of fifteen (15) semester credits is required in this category. The courses listed below as well as other college-level Physical & Life Science courses are considered for the fulfillment of the GE requirements.
Courses marked with an asterisk (*) are mandatory.

<table>
<thead>
<tr>
<th>Course</th>
<th>Semester Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anatomy*</td>
<td>3-5</td>
</tr>
<tr>
<td>Physiology*</td>
<td>3-5</td>
</tr>
<tr>
<td>Pathophysiology*</td>
<td>3-5</td>
</tr>
<tr>
<td>Biology</td>
<td>3-5</td>
</tr>
<tr>
<td>Chemistry</td>
<td>3-5</td>
</tr>
<tr>
<td>Environmental Science</td>
<td>3-5</td>
</tr>
<tr>
<td>Physics</td>
<td>3-5</td>
</tr>
</tbody>
</table>

**English & Composition**
A minimum of six (6) credits is required in this category.
Courses marked with an asterisk (*) are mandatory.

<table>
<thead>
<tr>
<th>Course</th>
<th>Semester Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Technical Writing*</td>
<td>3-5</td>
</tr>
<tr>
<td>English Composition</td>
<td>3-5</td>
</tr>
<tr>
<td>Academic Writing</td>
<td>3-5</td>
</tr>
<tr>
<td>Creative Writing</td>
<td>3-5</td>
</tr>
<tr>
<td>Communications</td>
<td>3-5</td>
</tr>
<tr>
<td>Poetry/Fiction</td>
<td>3-5</td>
</tr>
</tbody>
</table>

**Mathematics**
A minimum of six (6) credits is required in this category.
Courses marked with an asterisk (*) are mandatory.

<table>
<thead>
<tr>
<th>Course</th>
<th>Semester Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Statistics*</td>
<td>3-5</td>
</tr>
<tr>
<td>Intermediate Algebra</td>
<td>3-5</td>
</tr>
<tr>
<td>Calculus</td>
<td>3-5</td>
</tr>
<tr>
<td>Trigonometry</td>
<td>3-5</td>
</tr>
<tr>
<td>Mathematics</td>
<td>3-5</td>
</tr>
</tbody>
</table>

**Human Behavior & Social Science**
A minimum of six (6) credits is required in this category.

<table>
<thead>
<tr>
<th>Course</th>
<th>Semester Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Psychology</td>
<td>3-5</td>
</tr>
<tr>
<td>Human Growth &amp; Development</td>
<td>3-5</td>
</tr>
<tr>
<td>Sociology</td>
<td>3-5</td>
</tr>
<tr>
<td>Abnormal Psychology</td>
<td>3-5</td>
</tr>
<tr>
<td>Cultural Anthropology</td>
<td>3-5</td>
</tr>
<tr>
<td>Organizational Behavior</td>
<td>3-5</td>
</tr>
<tr>
<td>Macroeconomics</td>
<td>3-5</td>
</tr>
<tr>
<td>United States History</td>
<td>3-5</td>
</tr>
</tbody>
</table>
**Humanities & Fine Arts**
A minimum of six (6) credits is required in this category.

<table>
<thead>
<tr>
<th>Course</th>
<th>Semester Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Religion</td>
<td>3-5</td>
</tr>
<tr>
<td>Introduction to Philosophy</td>
<td>3-5</td>
</tr>
<tr>
<td>Western Civilization</td>
<td>3-5</td>
</tr>
</tbody>
</table>

**Upper-Division Elective(s)**
A minimum of three (3) semester credits of any additional upper-division elective course(s).

**Other Electives**

<table>
<thead>
<tr>
<th>Course</th>
<th>Semester Credits</th>
</tr>
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<tr>
<td>Nutrition</td>
<td>3-5</td>
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<tr>
<td>Microbiology</td>
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*Combined forty-eight (48) semester credits of general education and elective courses are required for graduation. Up to twenty-four (24) of these semester credits can be completed during RN-to-BSN Bridge Program. Applicants who do not have the minimum twenty-four (24) combined general education and elective semester credits upon admission may extend their enrollment in the RN-to-BSN Bridge Program to fulfill all requirements. Refer to the Admissions Requirements and Procedures section above for more information.*

*A combined total of 48 General Education (GE) and elective credits are required for the BSN Degree.*

### Satisfactory Academic Progress Table

<table>
<thead>
<tr>
<th>Total Credits Attempted</th>
<th>Probation if CGPA is below:</th>
<th>Suspension if CGPA is below</th>
<th>Probation if course completion rate is below:</th>
<th>Suspension or Withdrawal if course completion rate is below:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-12</td>
<td>2.0</td>
<td>1.0</td>
<td>67%</td>
<td>N/A</td>
</tr>
<tr>
<td>13-24</td>
<td>2.0</td>
<td>1.5</td>
<td>67%</td>
<td>50%</td>
</tr>
<tr>
<td>25-36</td>
<td>2.0</td>
<td>1.75</td>
<td>67%</td>
<td>55%</td>
</tr>
<tr>
<td>37-48</td>
<td>N/A</td>
<td>2.0</td>
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<td>2.0</td>
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<td>67%</td>
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</table>
COURSE DESCRIPTIONS

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

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<thead>
<tr>
<th><strong>Delivery Modality:</strong></th>
<th>Distance (online didactic instruction)</th>
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<tbody>
<tr>
<td><strong>Semester Credits:</strong></td>
<td>3 (Didactic)</td>
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<tr>
<td><strong>Contact Hours:</strong></td>
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<tr>
<td><strong>Outside Preparation:</strong></td>
<td>An average of three (3) hours per week for every didactic credit hour</td>
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<td><strong>Typically Offered:</strong></td>
<td>Fall, Spring, Summer</td>
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<tr>
<td><strong>Prerequisites:</strong></td>
<td>None</td>
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<tr>
<td><strong>Corequisites:</strong></td>
<td>None</td>
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</table>

**Description:** 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.

### PSY 201: Introduction to Psychology

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<tr>
<th><strong>Delivery Modality:</strong></th>
<th>Distance (online didactic instruction)</th>
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<tbody>
<tr>
<td><strong>Semester Credits:</strong></td>
<td>3 (Didactic)</td>
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<tr>
<td><strong>Contact Hours:</strong></td>
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<tr>
<td><strong>Outside Preparation:</strong></td>
<td>An average of three (3) hours per week for every didactic credit hour</td>
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<tr>
<td><strong>Typically Offered:</strong></td>
<td>Fall, Spring, and Summer</td>
</tr>
<tr>
<td><strong>Prerequisites:</strong></td>
<td>None</td>
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<tr>
<td><strong>Corequisites:</strong></td>
<td>None</td>
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</table>

**Description:** 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.

### SCI 220: Human Anatomy with Lab

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<thead>
<tr>
<th><strong>Delivery Modality:</strong></th>
<th>Distance (online didactic instruction, virtual lab)</th>
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</thead>
<tbody>
<tr>
<td><strong>Semester Credits:</strong></td>
<td>4 (3 Didactic, 1 Lab)</td>
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<tr>
<td><strong>Contact Hours:</strong></td>
<td>75 (45 Didactic, 30 Lab)</td>
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<tr>
<td><strong>Outside Preparation:</strong></td>
<td>An average of three (3) hours per week for every didactic credit hour</td>
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<tr>
<td><strong>Typically Offered:</strong></td>
<td>Fall, Spring, and Summer</td>
</tr>
<tr>
<td><strong>Prerequisites:</strong></td>
<td>None</td>
</tr>
<tr>
<td><strong>Corequisites:</strong></td>
<td>SCI 221 (or equivalent): Human Physiology with Lab</td>
</tr>
</tbody>
</table>

**Description:** 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.
**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**

**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:
- 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**

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
Prerequisites: None
Typically Offered: Fall, Spring, and Summer
Corequisites: NUR 470 and NUR 410
Description:

In this course, 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. Learners will be given writing assignments that coincide with the sixth semester BMTC-to-BSN Bridge Program nursing courses.
**HUM 300: Introduction to Philosophy**

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 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.

**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: None
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 251: Microbiology 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
Prerequisites: None
Corequisites: None
Description: This course is designed to teach microbiology as it applies to the health care field. The course will explore pathogenic microorganisms and their role in human disease, human immunology, symptoms and treatment of microbial infection, and preventative measures against microbial infection. 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.

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**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.

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**General Electives Course Descriptions**

**SCI 131: Introduction to Nutrition**

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 will provide an understanding of basic nutrition science. Learners will become familiar with the principles of diet planning, government standards, and food labeling. They will also be instructed about the biological functions and food sources of each nutrient, energy balance, weight management, physical activity, the role of nutrition in chronic disease development, nutrition through the life cycle, and food safety issues.
Pre-Licensure Nursing Core Course Descriptions

**NUR 200: Foundations of Nursing-Fundamentals**

- **Delivery Modality:** Blended (online didactic instruction, on-ground lab and clinical instruction)
- **Semester Credits:** 5 (2.5 Didactic, 1.5 Lab, 1 Clinical)
- **Contact Hours:** 127.5 (37.5 Didactic, 45 Lab, 45 Clinical)
- **Outside Preparation:** An average of three (3) hours per week for every didactic credit hour
- **Prerequisites:** Minimum six (6) semester credits in Human Anatomy and Physiology
- **Corequisites:** None
- **Description:** This course introduces the fundamental concepts necessary for safe, patient-centered nursing care to a diverse patient population while integrating clinical decision-making of the nurse. Critical thinking, clinical judgment, and the nursing process are key foundations to nursing practice. Application of knowledge and practice of skills occurs in the nursing skills laboratory and a variety of clinical settings providing care to stable patients with common health issues.

**NUR 210: Pharmacology I**

- **Delivery Modality:** Distance (online didactic instruction)
- **Semester Credits:** 2 (2 Didactic, 0 Lab, 0 Clinical)
- **Contact Hours:** 30 (Didactic only)
- **Outside Preparation:** An average of three (3) hours per week for every didactic credit hour
- **Prerequisites:** Minimum six (6) semester credits in Human Anatomy and Physiology
- **Corequisites:** None
- **Description:** Overview of the basic principles of pharmacology, including major drug classifications and prototypes of commonly used medications. Principles of medication administration include aspects of the best practices for safe, quality, patient-centered care. Central points include safety, quality improvement factors in the administration of medications, patient teaching, and variations encountered when administering medications to diverse patient populations across the lifespan.

**NUR 220: Concepts of Nursing-Health Promotion**

- **Delivery Modality:** Blended (online didactic instruction, on-ground lab and clinical instruction)
- **Semester Credits:** 5 (2 Didactic, 0.5 Lab, 2.5 Clinical)
- **Contact Hours:** 157.5 (30 Didactic, 15 Lab, 112.5 Clinical)
- **Outside Preparation:** An average of three (3) hours per week for every didactic credit hour
- **Prerequisites:** Minimum six (6) semester credits in Human Anatomy and Physiology
- **Corequisites:** None
- **Description:** This course focuses on the role of the professional nurse in promoting the optimal health for individual clients. Basic psychomotor nursing skills and an introduction to medical/surgical nursing for low risk clients is discussed. This course also provides the learner with techniques for carrying out a physical, psychosocial, spiritual and cultural assessment for well-being of clients. Learners are introduced to assessment devices and procedures to collect data. The course focuses on health promotion, health protection, disease prevention and communication strategies throughout the lifespan.
NUR 225: Concepts of Nursing-Health Promotion

Delivery Modality: Blended (online didactic instruction, on-ground lab and clinical instruction)
Semester Credits: 7 (3 Didactic, 1 Lab, 3 Clinical)
Contact Hours: 210 (45 didactic, 30 Lab, 135 Clinical)
Outside Preparation: An average of three (3) hours per week for every didactic credit hour
Prerequisites: None
Corequisites: None
Description: This course focuses on the role of the professional nurse in promoting the optimal health for individual clients. Basic psychomotor nursing skills and an introduction to medical/surgical nursing for low risk clients is discussed. This course also provides the learner with techniques for carrying out a physical, psychosocial, spiritual and cultural assessment for well-being of clients. Learners are introduced to assessment devices and procedures to collect data. The course focuses on health promotion, health protection, disease prevention and communication strategies throughout the lifespan.

NUR 240: Concepts of Nursing in Chronic Illness I

Delivery Modality: Blended (online didactic instruction, on-ground lab and clinical instruction)
Semester Credits: 6 (3 Didactic, 1 Lab, 2 Clinical)
Contact Hours: 165 (45 Didactic, 30 Lab, 90 Clinical)
Outside Preparation: An average of three (3) hours per week for every didactic credit hour
Prerequisites: NUR 200 and NUR 220, or equivalent
Corequisites: None
Description: This course focuses on the chronic nature of certain states of being in the nursing client at various stages in life. A major focus is in the application of the nursing process in meeting needs of clients in psychiatric and mental health settings. Concepts related to emotional problems, and pathological reactions to life stresses and chronic pain will be explored. An emphasis on therapeutic relationships and the development of individualized plans of care will be presented. Communication skills, mental health assessment, and various therapeutic interventions will be utilized by learners. Clinical experiences are included to give learners the opportunity to gain experience with many of these chronic conditions.

NUR 245: Concepts of Nursing in Chronic and Psychiatric Illnesses

Delivery Modality: Blended (online didactic instruction, on-ground lab and clinical instruction)
Semester Credits: 4 (3 Didactic, 0 Lab, 1 Clinical)
Contact Hours: 90 (45 didactic, 45 Clinical)
Outside Preparation: An average of three (3) hours per week for every didactic credit hour
Prerequisites: None
Corequisites: None
Description: This course focuses on the chronic nature of certain states of being when nursing a client at various stages in life. A major focus is in the application of the nursing process in meeting needs of clients in psychiatric and mental health settings. Concepts related to emotional problems, and pathological reactions to life stresses and chronic pain will be explored. An emphasis on therapeutic relationships and the development of individualized plans of care will be presented. Communication skills, mental health assessment, and various therapeutic interventions will be utilized by learners. Clinical experiences are included to give learners the opportunity to gain experience with many of these chronic conditions.
**NUR 260: Concepts of Nursing in Acute Care I**

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<tr>
<th>Course Details</th>
<th>Description</th>
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<tr>
<td><strong>Delivery Modality:</strong></td>
<td>Blended (online didactic instruction, on-ground lab and clinical instruction)</td>
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<tr>
<td><strong>Semester Credits:</strong></td>
<td>6 (3 Didactic, 1 Lab, 2 Clinical)</td>
</tr>
<tr>
<td><strong>Contact Hours:</strong></td>
<td>165 (45 Didactic, 30 Lab, 90 Clinical)</td>
</tr>
<tr>
<td><strong>Outside Preparation:</strong></td>
<td>An average of three (3) hours per week for every didactic credit hour</td>
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<tr>
<td><strong>Prerequisites:</strong></td>
<td>NUR 200 and NUR 220, or equivalent</td>
</tr>
<tr>
<td><strong>Corequisites:</strong></td>
<td>None</td>
</tr>
<tr>
<td><strong>Description:</strong></td>
<td>This course emphasizes the provision of professional nursing care for clients across the lifespan with acute medical conditions. The learners will build upon knowledge gained in the basic sciences and other prerequisite nursing courses. The course greatly emphasizes acute care related to women’s health and pediatrics. A family-centered approach is emphasized throughout the course. The learner will be introduced to the nursing care of pregnant women, women in labor, postpartum issues, newborn care and assessment, and acute care in pediatric patients. The course includes application to specific concepts, principles, and theories in various acute care settings. Decision-making skills and independent functioning are emphasized.</td>
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**NUR 265: Concepts of Nursing in Acute Care I**

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<th>Course Details</th>
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<td><strong>Delivery Modality:</strong></td>
<td>Blended (online didactic instruction, on-ground lab and clinical instruction)</td>
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<tr>
<td><strong>Semester Credits:</strong></td>
<td>5 (3 Didactic, 0.5 Lab, 1.5 Clinical)</td>
</tr>
<tr>
<td><strong>Contact Hours:</strong></td>
<td>127.5 (45 didactic, 15 Lab, 67.5 Clinical)</td>
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<tr>
<td><strong>Outside Preparation:</strong></td>
<td>An average of three (3) hours per week for every didactic credit hour</td>
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<tr>
<td><strong>Prerequisites:</strong></td>
<td>None</td>
</tr>
<tr>
<td><strong>Corequisites:</strong></td>
<td>None</td>
</tr>
<tr>
<td><strong>Description:</strong></td>
<td>This course emphasizes the provision of professional nursing care for clients across the lifespan with acute medical conditions. The learners will build upon knowledge gained in the basic sciences and other prerequisite nursing courses. The course greatly emphasizes acute care related to women’s health and pediatrics. A family-centered approach is emphasized throughout the course. The learner will be introduced to the nursing care of pregnant women, women in labor, postpartum issues, newborn care and assessment, and acute care in pediatric patients. The course includes application to specific concepts, principles, and theories in various acute care settings. Decision-making skills and independent functioning are emphasized.</td>
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</table>
**NUR 310: Pharmacology II**

Delivery Modality: Distance (online didactic instruction)

Semester Credits: 3 (3 Didactic, 0 Lab, 0 Clinical)

Contact Hours: 45 (Didactic only)

Outside Preparation: An average of three (3) hours per week for every didactic credit hour

Prerequisites: NUR 210 or equivalent, or LPN license in good standing

Corequisites: None

Description: This course builds upon the concepts introduced in NUR 210 encompassing the safe drug administration to clients across the health continuum. This course focuses on the role of the registered professional nurse as a care provider providing culturally-competent client-centered care as well as be a nurse who provides education, leadership skills, and acts as advocate in pharmacological treatment of clients with complex needs and selected diagnoses. Utilizing the nursing process as a guide, the learner is expected to integrate previous learning with current, expanded learning to analyze the therapeutic use of drugs and assist the patient in safely using them.

**NUR 315: Advanced Pharmacology**

Delivery Modality: Blended (online didactic instruction, on-ground lab and clinical instruction)

Semester Credits: 4 (4 Didactic, 0 Lab, 0 Clinical)

Contact Hours: 60 (Didactic only)

Outside Preparation: An average of three (3) hours per week for every didactic credit hour

Prerequisites: None

Corequisites: None

Description: Overview of the principles of advanced nursing pharmacology, including major drug classifications and prototypes of commonly used medications. Principles of medication administration include aspects of best practice for safe, quality, patient-centered care. Central points include safety, quality improvement factors in the administration of medications, patient teaching, and variations encountered when administering medications to diverse patient populations across the lifespan.

**NUR 330: Concepts of Professionalism, Management, and Leadership**

Delivery Modality: Distance (online didactic instruction)

Semester Credits: 2 (2 Didactic, 0 Lab, 0 Clinical)

Contact Hours: 30 (Didactic only)

Outside Preparation: An average of three (3) hours per week for every didactic credit hour

Prerequisites: NUR 260 or equivalent, or LPN license in good standing

Corequisites: None

Description: This course will explore professionalism and leadership concepts, issues, roles, and functions as applied to the role of the professional nurse in various healthcare settings. Development in the roles of problem solver, change agent and leader are emphasized. The course focuses on evidence-based leadership and management skills and competencies needed by professional nurses to work productively in interprofessional teams. Learners will analyze current best practices related to leadership roles, communication, teamwork and collaboration, quality improvement, and culturally-competent client-centered care. Legal and ethical issues related to leadership and professionalism will be emphasized.
**NUR 340: Concepts of Nursing in Chronic Illness Care II and End-of-life**

<table>
<thead>
<tr>
<th>Delivery Modality:</th>
<th>Blended (online didactic instruction, on-ground lab and clinical instruction)</th>
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<tbody>
<tr>
<td>Semester Credits:</td>
<td>7 (3.5 Didactic, 0.5 Lab, 3 Clinical)</td>
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<tr>
<td>Contact Hours:</td>
<td>202.5 (52.5 Didactic, 15 Lab, 135 Clinical)</td>
</tr>
<tr>
<td>Outside Preparation:</td>
<td>An average of three (3) hours per week for every didactic credit hour</td>
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<tr>
<td>Prerequisites:</td>
<td>NUR 240 or equivalent, or LPN license in good standing, and a minimum six</td>
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<td>(6) semester credits in Human Anatomy and Physiology</td>
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<tr>
<td>Corequisites:</td>
<td>None</td>
</tr>
<tr>
<td>Description:</td>
<td>This course focuses on providing advanced chronic care for clients at all</td>
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<tr>
<td></td>
<td>stages in life and with several types of physiological processes going on.</td>
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<tr>
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<td>The course also explores end-of-life issues related to chronic illness.</td>
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<td></td>
<td>Learners will synthesize knowledge from earlier courses related to health</td>
</tr>
<tr>
<td></td>
<td>promotion and prevention, and move towards providing client-centered care</td>
</tr>
<tr>
<td></td>
<td>for people suffering from complex chronic illnesses. Learners will explore</td>
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<tr>
<td></td>
<td>the aging process and discuss end-of-life issues as well as explore</td>
</tr>
<tr>
<td></td>
<td>co-morbidities while managing health outcomes for chronic care patients.</td>
</tr>
<tr>
<td></td>
<td>Clinical experiences are included in the course to give learners the</td>
</tr>
<tr>
<td></td>
<td>opportunity to gain experience with many of these more complex chronic</td>
</tr>
<tr>
<td></td>
<td>conditions.</td>
</tr>
</tbody>
</table>

**NUR 360: Concepts of Nursing in Acute Care II and End-of-life**

<table>
<thead>
<tr>
<th>Delivery Modality:</th>
<th>Blended (online didactic instruction, on-ground lab and clinical instruction)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester Credits:</td>
<td>7 (4 Didactic, 0.5 Lab, 2.5 Clinical)</td>
</tr>
<tr>
<td>Contact Hours:</td>
<td>187.5 (60 Didactic, 15 Lab, 112.5 Clinical)</td>
</tr>
<tr>
<td>Outside Preparation:</td>
<td>An average of three (3) hours per week for every didactic credit hour</td>
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<tr>
<td>Prerequisites:</td>
<td>NUR 260 or equivalent, or LPN license in good standing, and a minimum six</td>
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<tr>
<td></td>
<td>(6) semester credits in Human Anatomy and Physiology</td>
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<tr>
<td>Corequisites:</td>
<td>None</td>
</tr>
<tr>
<td>Description:</td>
<td>This course emphasizes the provision of professional nursing care for</td>
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<td></td>
<td>clients across the lifespan with acute, complex medical conditions. The</td>
</tr>
<tr>
<td></td>
<td>learners will build upon knowledge gained in the Acute Care I course (NUR 260). The course greatly emphasizes acute care related to several different pathophysiological processes and end-of-life issues. The course includes application to specific concepts, principles, and theories in various acute care settings. Decision-making skills and independent functioning are emphasized.</td>
</tr>
</tbody>
</table>

**NUR 365: Advanced Chronic and Acute Nursing Care Concepts**

<table>
<thead>
<tr>
<th>Delivery Modality:</th>
<th>Blended (online didactic instruction, on-ground lab and clinical instruction)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester Credits:</td>
<td>7 (3 Didactic, 1 Lab, 3 Clinical)</td>
</tr>
<tr>
<td>Contact Hours:</td>
<td>210 (45 didactic, 30 Lab, 135 Clinical)</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>Corequisites:</td>
<td>None</td>
</tr>
<tr>
<td>Description:</td>
<td>This course emphasizes the provision of professional nursing care for clients across the lifespan with acute, complex medical conditions. The learners will build upon knowledge gained in the Acute Care I course (NUR 260). The course greatly emphasizes acute care related to several different pathophysiological processes and end-of-life issues. The course includes application to specific concepts, principles, and theories in various acute care settings. Decision-making skills and independent functioning are emphasized.</td>
</tr>
</tbody>
</table>
**NUR 390: Entry into Professional Nursing Practice**

Delivery Modality: Blended (online didactic instruction, on-ground lab and clinical instruction)
Semester Credits: 5 (2.33 Didactic, 0 Lab, 2.67 Clinical)
Contact Hours: 155 (35 Didactic, 120 Clinical)
Outside Preparation: An average of three (3) hours per week for every didactic credit hour
Prerequisites: NUR 330
Corequisites: None
Description: This course focuses on the role transition to professional nurse as provider of client-centered care, leader in the profession, manager of care, and member of the profession of nursing. Learners will engage in study of the history and theory of nursing and how society views the nursing profession. The evolution of professional nursing practice will be examined as well as the role of the professional nurse within the global healthcare delivery system. Learners will participate in a clinical preceptorship in order to experience the full spectrum of responsibilities and roles of the professional nurse. Role expectations of the professional nurse will be discussed, and evidence-based guidelines for professional nursing practice will be implemented.

**Post-Licensure Nursing Core Course Descriptions**

**NUR 410: Capstone Proposal**

Delivery Modality: Distance (online didactic instruction)
Semester Credits: 1 (Didactic only)
Contact Hours: 15
Outside Preparation: An average of three (3) hours per week for every didactic credit hour
Prerequisites: None
Corequisites: None
Description: This course is a preparatory proposal course for NUR 490: Capstone Leadership, which will be taken the last semester of the BSN Program. Learners will be completing a capstone project in the BSN Program during that final semester, but the ideas, proposal, and approval for this project will come to fruition in this Capstone Proposal course. Learners will learn about vision, creativity, and planning as it relates to leadership in nursing. They will propose a plan for a capstone project and explain how the plan will be carried out. Some basic principles related to leadership and the future of nursing will be discussed in this course.
**NUR 420: Population-Based Chronic Illness & Health Promotion**

Delivery Modality: Distance (online didactic instruction)
Semester Credits: 4 (Didactic only)
Contact Hours: 60
Outside Preparation: An average of three (3) hours per week for every didactic credit hour (This course includes a clinical practice-based project which requires 15 tracked clock hours to receive credit for the course)

Prerequisites: None
Corequisites: None

Description: This course introduces concepts of community health nursing utilizing a population-focused nursing process. Emphasis is placed on health promotion, risk reduction, and disease management in selected community settings. The course focuses on theory-based nursing care of aggregates, communities, and vulnerable populations in a global, multicultural society. Learners are introduced to public health concepts as well as characteristics of community health nursing. Emphasis is also placed on community assessment process and the development of nursing strategies to assist multi-problem families, while considering health on a continuum and throughout the lifespan. In addition, the nurse’s role on the community health team and an understanding of health care needs of different cultural groups will be explored.

**NUR 430: Nursing Communication and Informatics**

Delivery Modality: Distance (online didactic instruction)
Semester Credits: 3 (Didactic only)
Contact Hours: 45
Outside Preparation: An average of three (3) hours per week for every didactic credit hour

Prerequisites: None
Corequisites: None

Description: In this course, learners will explore and gain advanced knowledge and skills in information management, patient care technology, and effective interpersonal communication modalities. Nursing informatics is a combination of cognitive science, computer science, information science, and nursing science. It includes the development, analysis, and evaluation of information systems, which are augmented by technology that helps to support, enhance and manage client care. In this course, learners will examine information management tools used to monitor outcomes of care processes, client care technologies essential to ensuring high quality, safe patient care, and communication and collaboration skills necessary to providing optimal client-centered care. Key concepts related to information and computer literacy will be emphasized.
**NUR 440: Advanced Issues in Cognition**

- **Delivery Modality:** Distance (online didactic instruction)
- **Semester Credits:** 2 (Didactic only)
- **Contact Hours:** 30
- **Outside Preparation:** An average of three (3) hours per week for every didactic credit hour
- **Prerequisites:** None
- **Corequisites:** None
- **Description:** This course focuses on advanced principles and concepts related to cognition and psychiatric nursing, emphasizing the roles and functions of the nurse in meeting the needs of individuals, families, groups, and communities who are experiencing issues in cognitive functioning. Learners will build upon concepts of cognition they learned in their associate’s degree programs, and advance their thinking skills to the analysis, synthesis, and evaluation levels. Emphasis will be placed on the nurse’s ability to communicate, lead, apply the nursing process, and clinically judge situations related to cognition and psychiatric nursing.

**NUR 450: Gerontological Nursing**

- **Delivery Modality:** Distance (online didactic instruction)
- **Semester Credits:** 3 (Didactic only)
- **Contact Hours:** 45
- **Outside Preparation:** An average of three (3) hours per week for every didactic credit hour
- **Prerequisites:** None
- **Corequisites:** None
- **Description:** This course examines the physical, psychological, sociocultural, and spiritual aspects of aging within the context of the family and society. Advanced theoretical concepts of aging will be examined in light of the nursing process. Theories and concepts related to gerontology and nursing principles are presented within the framework of critical thinking and caring. The focus is on health promotion through providing safe, evidence-based practice interventions, emphasizing the well and the vulnerable older adult population.

**NUR 460: Concepts of Nursing in the Complex Patient**

- **Delivery Modality:** Distance (online didactic instruction)
- **Semester Credits:** 3 (Didactic only)
- **Contact Hours:** 45
- **Outside Preparation:** An average of three (3) hours per week for every didactic credit hour
- **Prerequisites:** None
- **Corequisites:** None
- **Description:** This course focuses on pathophysiologic concepts and nursing management essential to critical care and emergency nursing in complex patient settings. The course will address ethical, moral, and legal issues as well as specific considerations for various procedures and specialty services encountered in the critical care environment. Learners will learn to apply the nursing process with complex patient situations and prioritize nursing care for clients with multiple complex needs.
**NUR 470: Scholarship and Evidence-Based Practice in Nursing**

**Delivery Modality:** Distance (online didactic instruction)

**Semester Credits:** 3 (Didactic only)

**Contact Hours:** 45

**Outside Preparation:** An average of three (3) hours per week for every didactic credit hour

**Prerequisites:** None

**Corequisites:** None

**Description:** This course provides an introduction to the research process in the practice of nursing. Research in nursing is important to promote, maintain, and restore health, and to ensure quality and safety in nursing practice. Learners will examine the research process as a basis for how scientific nursing knowledge is obtained. The steps in the research process are identified, discussed, and will be implemented in conjunction with the Capstone Proposal course (NUR 410). The utilization of nursing research in the development of therapeutic nursing interventions will be explored. Learners will learn to apply critical thinking skills to the evaluation of published nursing research for application to practice.

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**NUR 480: Decision-Making in Nursing**

**Delivery Modality:** Distance (online didactic instruction)

**Semester Credits:** 3 (Didactic only)

**Contact Hours:** 45

**Outside Preparation:** An average of three (3) hours per week for every didactic credit hour

**Prerequisites:** None

**Corequisites:** None

**Description:** The purpose of this course is to aid nurses in making decisions, using ethical, political, legal, cultural, spiritual, clinical, and other considerations as part of the decision-making process. Emphasis on ethical decision-making in nursing practice is given. Nurses are required to make decisions in every aspect of practice, and need to have a foundation of knowledge, values, and ethics which will promote client-centered care in multiple nursing settings. An accurate understanding of policy and ethics in the decision-making process is vital for every practicing nurse.

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**NUR 490: Capstone Leadership**

**Delivery Modality:** Distance (online didactic instruction)

**Semester Credits:** 2 (Didactic only)

**Contact Hours:** 30

**Outside Preparation:** An average of three (3) hours per week for every didactic credit hour (This course includes a clinical practice-based project which requires 30 tracked clock hours to receive credit for the course)

**Prerequisites:** NUR 410

**Corequisites:** None

**Description:** This course is a follow-up course to NUR 410: Capstone Proposal, which was taken the first semester of the BSN Program. In this course, learners will be completing the capstone project they proposed in NUR 410. Learners will apply their learning about vision, creativity, and planning as it relates to leadership in nursing. They will complete a capstone project. The future of nursing from leadership perspective will be explored. The aim of this course is to help nurses explore the many facets of leadership and examine strategies that will help them develop skills needed to function as leaders.
ADN Program Pre-Licensure Nursing Core Course Descriptions

**NUR 211: Nursing Care of Psychiatric Clients**
Delivery Modality: Blended (on-ground and distance learning)
Semester Credits: 3
Total Hours: 75 (30 didactic/45 clinical)
Prerequisites: NUR 104 or LPN Licensure
Corequisites: None
Description: Develops concepts of psychosocial integrity and emphasizes the function and responsibility of nurses in promoting and maintaining mental health of individuals and families across the lifespan. This course emphasizes communication and caring through the application of the therapeutic relationship and nursing process in the holistic care and treatment of common clinical conditions/disorders along the health-illness continuum.

**NUR 216: Advanced Medical-Surgical Nursing Concepts II**
Delivery Modality: Blended (on-ground and distance learning)
Semester Credits: 5
Total Hours: 165 (30 didactic/135 clinical)
Prerequisites: NUR 209 (NUR 109 or LPN Licensure is the prerequisite to NUR 209, NUR 102 and NUR 107 are the prerequisites to NUR 109, a minimum of six (6) semester credits in Human Anatomy and Physiology are prerequisites for both NUR 102 and NUR 107)
Corequisites: None
Description: Continues to focus on the role of the registered professional nurse as care provider, teacher, manager, professional, and advocate in meeting the complex medical and surgical health care needs of adult clients. Utilizing the nursing process, the learner is expected to integrate previous learning to assist the patient and family in achieving optimal functioning in various complex health care situations and settings.

**NUR 230: Transition to Professional Practice**
Delivery Modality: Blended (on-ground and distance learning)
Semester Credits: 4
Total Hours: 120 (30 didactic/90 clinical preceptorship)
Prerequisites: NUR 189 (NUR 150 or LPN Licensure is the prerequisite to NUR 189, NUR 102 and NUR 107 are the prerequisites to NUR 150, a minimum of six (6) semester credits in Human Anatomy and Physiology are prerequisites for both NUR 102 and NUR 107)
Corequisites: None
Description: This is a seminar and practice capstone course that provides an integrative experience, applying all dimensions of professional nursing in the care of diverse patient populations across a variety of health care settings. All major concepts of the ADN Program are addressed. Leadership skills and care management of multiple patients are emphasized. Application of knowledge and skills occurs through a preceptive clinical experience to facilitate an effective transition from learner to registered professional nurse.