



2020-2021

CATALOG

www.nightingale.edu

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Nightingale College

Catalog

Version VI

2020 - 2021 Academic Year

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TABLE OF CONTENTS

ABOUT THE COLLEGE	9
History and Ownership	9
Board of Managers.....	9
Mission	9
Values	9
Educational Philosophies	9
Accreditation and Affiliations.....	11
State Approvals/Authorizations	13
Academic Calendar.....	13
Observed Public Holidays.....	16
Business Hours	16
Facilities.....	16
Catalog Purpose and Changes.....	19
ACADEMIC CREDIT	20
Unit of Credit	20
Baccalaureate Programs Levels Designations.....	20
Transfer of Credit.....	20
Academic Residency Waiver for Active Duty Servicemembers	21
Nursing Transfer of Credit Waiver through Prior Learning Assessment.....	22
Coursework Completed at Non-U.S. Institutions of Higher Learning.....	22
On-the-Job Learning.....	22
Extra-Institutional and Non-Instructional Learning.....	22
Audit Courses	22
Course Offerings.....	23
Course Requisites, Prerequisites and Corequisites	23
Maximum Credit Load.....	23
Repeat Coursework.....	23
REGISTRAR INFORMATION.....	24
Learner Classifications.....	24
Learner Residency and Course Delivery Modalities.....	25
Learner Personal Contact and Demographic Information.....	26
Transcripts and Other Official Documents	26
Document Hold.....	26

Adding or Dropping Courses	26
Leave of Absence (LOA).....	27
Cancellation of Enrollment	28
Non-Matriculated Learners Requirements	28
FINANCIAL INFORMATION	30
Financial Aid Overview	30
How to Apply for Federal Student Aid	30
Other Financial Aid	31
Institutional Scholarships.....	33
Institutional Loans	38
Experiential Learning Partner Tuition Benefits	39
Title IV Credit Balances	40
Federal Student Aid and Satisfactory Academic Progress.....	40
Rights and Responsibilities of Learners Receiving Federal Student Aid.....	40
Refund for Cancellation of Enrollment.....	41
Pass-Through Payments.....	41
Refund for Withdrawal	42
Withdrawal – Last Day of Attendance (LDA)	42
Withdrawal – Date of Determination (DoD)	42
Return of Title IV Funds.....	43
Post-Withdrawal Disbursement	43
Refund Appeal Process	43
Learner Financial Responsibilities and Academic Program Progress.....	44
Late Payment Fees	44
Interest Assessment.....	44
Records Holds.....	44
GENERAL INFORMATION	45
Employment and Career Support Services	45
Non-Discrimination, Equal Opportunity, and Accommodations for Persons with Disabilities	46
Potential Exposure	46
Emergency Closures	46
GRIEVANCE POLICY	47
FAMILY EDUCATION RIGHTS AND PRIVACY ACT (FERPA).....	48
Directory Information	48

Non-Directory Information.....	48
Prior Written Consent	48
SAFETY AND SECURITY INFORMATION.....	50
The Clery Act.....	50
Emergency Response and Evacuation	50
Crime Prevention	50
Physical Plant Facilities, Security and Crime Awareness at SOFE Sites.....	50
TITLE IX	52
Reporting Prohibited Conduct	52
Violations of Criminal Law	53
Confidential Resources	53
Title IX and Violence Against Women Act (VAWA).....	53
LEARNER CODE OF CONDUCT	54
Unlawful or Unprofessional Conduct	54
Drug and Alcohol-Free Environment	55
Harassment.....	55
Telephone Calls	56
Food and Drink	56
Use of Tobacco and Electronic Cigarettes	56
Copyright Guidelines	56
STANDARDS OF PROFESSIONAL CONDUCT AND PROCESS FOR DISPOSITIONAL DISCIPLINARY ACTION	58
Filing and Investigation of Concerns	58
Academic Warnings.....	58
Corrective Actions	59
ACADEMIC INFORMATION	60
General Education Programmatic Outcomes	60
Academic Freedom.....	60
Learning Modalities Definitions in Prelicensure Nursing Programs	60
Learning Modalities Definitions in Post-Licensure and Graduate Nursing Programs.....	62
Academic Success Plan.....	62
Goals for Standardized Exams.....	62
Preparation for Licensure.....	63
Late Coursework.....	63
Direct Focused Client Care and Integrative Practicum Experiential Learning	63

Experiential Learning Schedules	64
HIPAA Requirements for Learners.....	64
Academic Testing	65
Discussion Participation Policy	65
Grading System and Grading Scale	65
Appeal for Grade Change	68
Academic Remedies.....	68
Report of Grades.....	68
Adjudication.....	68
Transfer between Academic Programs	68
Graduation Requirements	69
Academic Honors	69
Academic Appeals	69
Disciplinary Suspension.....	70
Withdrawal from the College.....	70
Readmission of Servicemembers	70
SATISFACTORY ACADEMIC PROGRESS POLICY	72
Maximum Time Frame	72
Successful Course Completion	72
Cumulative Grade Point Average	72
Academic Probation under SAP	72
ACADEMIC INTEGRITY	74
Dishonesty	74
Cheating.....	74
Misrepresentation.....	74
Plagiarism	74
Other Violations.....	74
ATTENDANCE POLICY	76
COMPUTER AND TECHNOLOGY REQUIREMENTS	78
LEARNER LIFE.....	79
Learner Orientation.....	79
Learner Attire.....	79
Learner Advising and Life Resources (LALR).....	79
Learner, Career and Alumni Services (LCAS)	80

Identification Badge.....	80
Tutoring	80
Learner Ambassadors.....	80
Learner Housing	80
Health Services/Insurance.....	80
Commencement Ceremony.....	80
Voter Registration Policy.....	81
Constitution Day	81
Community Fellowship Program	81
Supplemental Learning Resources.....	81
PRE-LICENSURE NURSING PROGRAMS INFORMATION AND POLICIES.....	83
Pre-Licensure Nursing Programs Administration, Faculty, and Staff.....	83
Acceptance Notification and Matriculation Requirements	83
Learner Credentialing	83
Late Enrollment	85
PRACTICAL NURSING (PN) DIPLOMA PROGRAM	86
Pre-Dispute Arbitration and Class Action Waiver Disclosure	86
Admissions Requirements and Procedures	86
Entrance and Placement Exams	87
Tuition and Fees.....	88
Practical Nursing (PN) Diploma Program Description.....	88
PN Diploma Program Objectives.....	89
PN Diploma Program Outcomes.....	90
Program-Level Learner Outcomes	90
PN Diploma Program Core Competencies	90
Curriculum Plan.....	90
General Education (GE) Requirements.....	91
Satisfactory Academic Progress Table.....	92
BACHELOR OF SCIENCE IN NURSING (BSN) PROGRAM.....	93
Pre-Dispute Arbitration and Class Action Waiver Disclosure	93
Admissions Requirements and Procedures	93
Entrance and Placement Exams	95
Remote Program Option	96
Tuition and Fees.....	96

Bachelor of Science in Nursing (BSN) Program Description.....	97
BSN Program Objectives.....	98
BSN Program Outcomes.....	98
Program-Level Learner Outcomes.....	98
BSN Program Core Competencies.....	98
Curriculum Plan.....	99
General Education (GE) Requirements.....	103
Standardized Exams.....	104
Satisfactory Academic Progress Table.....	104
REGISTERED NURSE (RN)-TO-BACHELOR OF SCIENCE IN NURSING (BSN) PROGRAM	106
Pre-Dispute Arbitration and Class Action Waiver Disclosure.....	106
Admissions Requirements and Procedures	106
Tuition and Fees.....	107
RN-to-BSN Program Description	108
RN-to-BSN Program Objectives.....	108
RN-to-BSN Program Outcomes.....	109
Program-Level Learner Outcomes.....	109
RN-to-BSN Program Core Competencies	109
Curriculum Plan.....	109
General Education (GE) Requirements.....	111
Satisfactory Academic Progress Table.....	113
MASTER OF SCIENCE IN NURSING EDUCATION (MSNED) PROGRAM.....	114
Pre-Dispute Arbitration and Class Action Waiver Disclosure	114
Admissions Requirements and Procedures	114
Tuition and Fees.....	114
MSNEd Program Description	115
MSNEd Program Objectives.....	115
MSNEd Program Outcomes	116
Program-Level Learner Outcomes.....	116
MSNEd Program Core Competencies	116
Curriculum Plan.....	117
Satisfactory Academic Progress Table.....	118
REMEDIAL COURSEWORK	119
Remedial Coursework Overview	119

COURSE DESCRIPTIONS.....	120
Remedial Course Descriptions.....	120
General Education Course Descriptions	121
Upper-Division General Education Course Descriptions	126
General Electives Course Descriptions.....	128
Practical Nursing Core Course Descriptions.....	130
Master of Science in Nursing Education Core Course Descriptions.....	152
OFFICERS, MANAGEMENT, FACULTY, AND STAFF	158

ABOUT THE COLLEGE

History and Ownership

Nightingale College (“the College”) is an accredited, private post-secondary institution of higher learning focused on providing education programs for health care professions. Currently, the College offers associate, baccalaureate, and master’s 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. In January 2020, the College commenced the master’s degree programs. In December 2020, the College fully taught out its Associate Degree Nursing Program. In January 2021, the College began enrolling learners into the Practical Nursing Diploma Program, commencing in the Summer semester 2021.

Board of Managers

Mary Bittner, Beth A. Brooks, Charles Cook (Chair), Michael Dakduk, Christina Dempsey, Gideon Esuzor, Mary-Anne Ponti, Charles Restivo, Jeffrey Romney, Mikhail Shneyder, and Jason Woody are the members of the Board of Managers.

Mission

With the primary focus on higher learning in health care professions, Nightingale College contributes to elevating education, health, and employment systems through facilitation of academic achievement, personal growth, and professional development of its learners, alumni, and collaborators, while serving diverse communities.

Values

All learners, faculty and staff are expected to align with the College’s EVOLVITUDE™ statement:

- I embody deliberate evolvment, grounded in love, trust, forgiveness, courage, kindness, humility, gratitude, and lightheartedness.
- I strive for self-governing, self-actualizing, and self-transcending.
- I act with integrity, transparency, responsibility, and inclusivity.

Educational Philosophies

In congruence with its organizational mission, vision, and values, Nightingale College employs several philosophies designed to provide a foundation for delivering high quality education in various areas of academic inquiry. The College’s educational philosophy for the development of health care professionals is aligned under the guiding principles of confidence, competence, and compassion. Each of the guiding principles informs how the College designs programs and courses, facilitates learner engagement, and interacts with stakeholders, partners, and the communities it serves.

Confidence

- Incorporating evidence-based practice through scientific research findings and application in health interventions to provide safe and effective client-centered care.
- Recognizing that clinical decision making is not a single event but simultaneous processes that include multiple stakeholders.

Competence

- Exhibiting social justice, caring, advocacy, protection from harm, respect for self and others.

- Incorporating collaboration and ethical behavior into nursing practice by observing, interpreting, responding to and reflecting on ethical dilemmas, sound 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.
- Demonstrating professional advocacy to ensure health care needs are met.

The College's educational philosophy is enhanced with additional philosophies in General Education, Nursing Education, and Faculty Role.

General Education Philosophy

General education (GE) courses provide broad foundational knowledge to contextualize learning and ensure focused practice of transferable skills requisite to a lifetime of learning. Assuming little to no prior knowledge, each course focuses on foundational skill development beginning with simple concepts and elevating to more advanced knowledge construction through the courses. This process is designed to assist learners in reaching a complexity of deep learning to allow integration of new knowledge and application of skills in novel scenarios. Supporting learners' transition into college-level academics to encourage engaged and motivated learners, the GE courses have the following characteristics:

- Courses assume little to no prior learner knowledge in course content, except in the case of courses with prerequisite requirements.
- Courses begin with simple and/or informal assignments and elevate to more complex and/or challenging work, providing scenarios to master skills and extend the learning.
- Regular and substantive evaluation of learner work, thinking, and discussions assists and motivates learners toward deepening their reasoning and ensuring academic success.
- Models or rubrics, which define and make academic expectations transparent to learners, allow learners to evaluate their performance against the standard and achieve at a desired level.
- Varied teaching and assessment strategies are interlaced throughout the semester to provide different types of engagement with the course content, which allows for individualized pathways to achieve the stated learning outcomes.
- Course structures promote learners' engagement with each other whenever possible through group discussions, study groups, peer comments, supplemental instruction, and other activities as appropriate to widen the learner's understanding and support the wider community of learning.
- Technology-based solutions and supplemental tools for concept exploration are provided to support engaged learning and permit the learner to pursue a topic or skill in greater depth beyond the classroom.
- Learners' commitment to academic integrity and understanding of consequences for misconduct on community obligations, trust, and learning are continually reinforced.

Nursing Education Philosophy

Nursing is a professional discipline that espouses confidence, competence, and compassion at its core and is derived from nursing science. It contributes to society by promoting and improving health outcomes for individuals and families in local, regional, and global communities without regard to status or class. Nursing is guided by ethical principles. It is committed to social justice and to eliminating health disparities. These core values and beliefs guide the nursing education programs and are congruent with the College's vision,

mission, and values and the nursing core competencies of client-centered care, intentional learning with reflection, evidence-based practice, decision making and clinical reasoning, organizational, local and global Leadership, communication and informatics, quality and safety assurance, and teamwork and collaboration.

The nursing programs follow in Florence Nightingale's footsteps embracing her beliefs that advocacy, leadership, and caring are central to the profession of nursing and are, therefore, core to nursing education. Nursing education at the College is based on the art and science of the profession allowing the learners to progress along the novice-to-expert continuum, while developing the foundational knowledge and skills and elevating their clinical reasoning.

Through distance learning, formal education is no longer bound to a traditional classroom environment. Each learner brings unique talents and experiences that provide a rich milieu for the exchange of ideas and knowledge development.

Faculty Role Philosophy

Within this larger philosophical framework, faculty serve as facilitators to the learners in acquiring the requisite knowledge, skills and abilities outlined in the course and program outcomes. Through regular and substantive interaction, the faculty assess learner competence in the course and work to mentor and support learners in deepening their understanding of the content and engaging with the concepts that form the core of topic knowledge. While the learning is largely asynchronous, faculty work to create an environment for learning that values contribution, feedback, clarity of expectations, and consistency in applying the standards to individuals. Faculty are present in support of learner efforts to transform their individual thinking and motivation to be a force for change within the society. Faculty role responsibilities include:

- Assisting learners in becoming more aware of their learning process and their ability to discern what, why and how they are learning; including the various means by which it relates to prior and future knowledge.
- Working with learners to understand what resources are available to assist their learning process.
- Having a deeper understanding of how education can alter an individual's ability to motivate change in society.
- Allowing learners to practice and improve their skills, modes of inquiry, and reasoning through:
 - Application of acquired knowledge and skills that form the core of the course and the area of study it represents.
 - Opportunities to think critically, use analysis, deduction, inference, and other analytical and metacognitive strategies to complete course requirements.
 - Communicating appropriately to the course content to discuss issues and matters related to the concepts.
- Ensuring viewpoints and perspectives are valued and included in the conversations in reinforcing diversity and respect for individual humanity.

Accreditation and Affiliations

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



Nightingale College has been granted Candidate for Accreditation status with the Northwest Commission on Colleges and Universities (NWCCU), an affiliate pre-accreditation status indicating that an institution meets the Commission's Eligibility Requirements and is progressing toward accreditation. Recognition as a Candidate neither implies nor ensures an institution will attain Accredited status with NWCCU.

Northwest Commission on Colleges and Universities
8060 165th Avenue NE, Suite 200NWCCU
Redmond, WA 98052
Phone: 425-558-4224
www.nwccu.org



Nightingale College Practical Nursing (distance education) program holds pre-accreditation status from the National League for Nursing Commission for Nursing Education Accreditation. Holding pre-accreditation status does not guarantee that initial accreditation by NLN CNEA will be received.

2600 Virginia Avenue, NW
Washington, DC, 20037
(202) 909-2526
<https://cnea.nln.org/>



The baccalaureate degree program in nursing at Nightingale College is accredited by the Commission on Collegiate Nursing Education (CCNE).

Commission on Collegiate Nursing Education
655 K Street NW, Suite 750
Washington, DC 20001
(202) 887-6791
<http://www.ccneaccreditation.org>



The master's degree program in nursing at Nightingale College is pursuing initial accreditation by the Commission on Collegiate Nursing Education (CCNE). Applying for accreditation does not guarantee that accreditation will be granted.

Commission on Collegiate Nursing Education
655 K Street NW, Suite 750
Washington, DC 20001
(202) 887-6791
<http://www.ccneaccreditation.org>



Nightingale College has been approved to participate in the National Council for State Authorization Reciprocity Agreements.

<https://nc-sara.org>



Nightingale College has entered into a Voluntary Education Partnership Memorandum of Understanding (MOU) with the Department of Defense (DOD). Participation in the program allows the College to offer Tuition Assistance (TA) to qualified learners.

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.

www.whitehouse.gov/joiningforces

Nightingale College is a member of the National League for Nursing (NLN).

www.nln.org

Nightingale College is a member of the American Association of Colleges of Nursing (AACN).

www.aacn.nche.edu

Nightingale College is a member of the Career Education Colleges and Universities (CECU).

www.career.org

State Approvals/Authorizations

See the [State Approvals/Authorizations Catalog Insert](#) on the College's website for a comprehensive listing of state authorizations and approvals.

Academic Calendar

Summer Semester: May 4 – Aug 21, 2020	
Mandatory College Readiness Online Seminar for New Learners	Apr 6 – May 1, 2020
Semester Start Date	May 4, 2020
New Learner Orientation	May 4, 2020
Last day to add or drop courses by 5:00 pm Mountain Time	May 15, 2020
College is Closed for Memorial Day	May 25, 2020
College is Closed for Independence Day Observance	July 3, 2019
Semester End Date	Aug 21, 2020
Nurse Pinning Ceremony – Summer 2020 Graduates	Sept 11, 2020
Fall Semester: Aug 31 – Dec 18, 2020	
Mandatory College Readiness Online Seminar for New Learners	Aug 3 – Aug 28, 2020
Semester Start Date	Aug 31, 2020
New Learner Orientation	Aug 31, 2020
College is Closed for Labor Day	Sept 7, 2020
Last day to add or drop courses by 5:00 pm Mountain Time	Sept 11, 2020
Constitution Day	Sept 17, 2020
College is Closed for Thanksgiving	Nov 26 – Nov 27, 2020
Semester End Date	Dec 18, 2020
Nurse Pinning Ceremony – Fall 2020 Graduates	Jan 16, 2021
Spring Semester: Jan 4 – Apr 23, 2021	
Mandatory College Readiness Online Seminar for New Learners	Dec 7 – Dec 31
Semester Start Date	Jan 4, 2021
New Learner Orientation	Jan 4, 2021
Last day to add or drop courses by 5:00 pm Mountain Time	Jan 15, 2021
College is Closed for Martin Luther King, Jr. Day	Jan 18, 2021
College is Closed for Presidents' Day	Feb 15, 2021
Semester End Date	Apr 23, 2021

Nurse Pinning and Commencement Ceremonies - Spring 2021 Graduates	May 15, 2021
Summer Semester: May 3 – Aug 20, 2021	
Mandatory College Readiness Online Seminar for New Learners	Apr 5 – Apr 30, 2021
Semester Start Date	May 3, 2021
New Learner Orientation	May 3, 2021
Last day to add or drop courses by 5:00 pm Mountain Time	May 14, 2021
College is Closed for Memorial Day	May 31, 2021
College is Closed for Independence Day	July 5, 2021
Semester End Date	Aug 20, 2021
Nurse Pinning Ceremony – Summer 2021 Graduates	Sept 11, 2021
Fall Semester: Aug 30 – Dec 17, 2021	
Mandatory College Readiness Online Seminar for New Learners	Aug 2 – Aug 27, 2021
Semester Start Date	Aug 30, 2021
New Learner Orientation	Aug 30, 2021
College is Closed for Labor Day	Sept 6, 2021
Last day to add or drop courses by 5:00 pm Mountain Time	Sept 10, 2021
Constitution Day	Sept 17, 2021
College is Closed for Thanksgiving	Nov 25 – Nov 26, 2021
Semester End Date	Dec 17, 2021
Nurse Pinning Ceremony – Fall 2021 Graduates	Jan 15, 2022
Spring Semester: Jan 3 – Apr 22, 2022	
Mandatory College Readiness Online Seminar for New Learners	Nov 29 – Dec 24, 2021
Semester Start Date	Jan 3, 2022
New Learner Orientation	Jan 3, 2022
Last day to add or drop courses by 5:00 pm Mountain Time	Jan 14, 2022
College is Closed for Martin Luther King, Jr. Day	Jan 17, 2022
College is Closed for Presidents' Day	Feb 21, 2022
Semester End Date	Apr 22, 2022
Nurse Pinning and Commencement Ceremonies - Spring 2022 Graduates	May 14, 2022
Summer Semester: May 2 – Aug 19, 2022	
Mandatory College Readiness Online Seminar for New Learners	Apr 4 – Apr 29, 2022
Semester Start Date	May 2, 2022
New Learner Orientation	May 2, 2022
Last day to add or drop courses by 5:00 pm Mountain Time	May 13, 2022
College is Closed for Memorial Day	May 30, 2022
College is Closed for Independence Day	July 4, 2022
Semester End Date	Aug 19, 2022
Nurse Pinning Ceremony – Summer 2022 Graduates	Sept 11, 2022
Fall Semester: Aug 29 – Dec 16, 2022	
Mandatory College Readiness Online Seminar for New Learners	Aug 1 – Aug 26, 2022
Semester Start Date	Aug 29, 2022
New Learner Orientation	Aug 29, 2022
College is Closed for Labor Day	Sept 5, 2022
Last day to add or drop courses by 5:00 pm Mountain Time	Sept 9, 2022
Constitution Day	Sept 17, 2022
College is Closed for Thanksgiving	Nov 24 – Nov 25, 2022
Semester End Date	Dec 16, 2022
Nurse Pinning Ceremony – Fall 2022 Graduates	Jan 14, 2023
Spring Semester: Jan 2 – Apr 21, 2023	
Mandatory College Readiness Online Seminar for New Learners	Nov 28 – Dec 23, 2022
Semester Start Date	Jan 2, 2023
New Learner Orientation	Jan 2, 2023

Last day to add or drop courses by 5:00 pm Mountain Time	Jan 13, 2023
College is Closed for Martin Luther King, Jr. Day	Jan 16, 2023
College is Closed for Presidents' Day	Feb 20, 2023
Semester End Date	Apr 21, 2023
Nurse Pinning and Commencement Ceremonies - Spring 2023 Graduates	May 13, 2023
Summer Semester: May 1 – Aug 18, 2023	
Mandatory College Readiness Online Seminar for New Learners	Apr 3 – Apr 28, 2023
Semester Start Date	May 1, 2023
New Learner Orientation	May 1, 2023
Last day to add or drop courses by 5:00 pm Mountain Time	May 12, 2023
College is Closed for Memorial Day	May 29, 2023
College is Closed for Independence Day	July 4, 2023
Semester End Date	Aug 18, 2023
Nurse Pinning Ceremony – Summer 2023 Graduates	Sept 9, 2023
Fall Semester: Aug 28 – Dec 15, 2023	
Mandatory College Readiness Online Seminar for New Learners	July 31 – Aug 25, 2023
Semester Start Date	Aug 28, 2023
New Learner Orientation	Aug 28, 2023
College is Closed for Labor Day	Sept 4, 2023
Last day to add or drop courses by 5:00 pm Mountain Time	Sept 8, 2023
Constitution Day	Sept 17, 2023
College is Closed for Thanksgiving	Nov 23 – Nov 24, 2023
Semester End Date	Dec 15, 2023
Nurse Pinning Ceremony – Fall 2023 Graduates	Jan 20, 2024
Spring Semester: Jan 8 – Apr 26, 2024	
Mandatory College Readiness Online Seminar for New Learners	Dec 4, 2023 – Jan 5, 2024
Semester Start Date	Jan 8, 2024
New Learner Orientation	Jan 8, 2024
Last day to add or drop courses by 5:00 pm Mountain Time	Jan 19, 2024
College is Closed for Martin Luther King, Jr. Day	Jan 15, 2024
College is Closed for Presidents' Day	Feb 19, 2024
Semester End Date	Apr 26, 2024
Nurse Pinning and Commencement Ceremonies - Spring 2024 Graduates	May 18, 2024
Summer Semester: May 6 – Aug 23, 2024	
Mandatory College Readiness Online Seminar for New Learners	Apr 8 – May 3, 2024
Semester Start Date	May 6, 2024
New Learner Orientation	May 6, 2024
Last day to add or drop courses by 5:00 pm Mountain Time	May 17, 2024
College is Closed for Memorial Day	May 27, 2024
College is Closed for Independence Day	July 4, 2024
Semester End Date	Aug 23, 2024
Nurse Pinning Ceremony – Summer 2024 Graduates	Sept 14, 2024
Fall Semester: Sept 2 – Dec 20, 2024	
Mandatory College Readiness Online Seminar for New Learners	Aug 5 – Aug 30, 2024
Semester Start Date	Sept 2, 2024
New Learner Orientation	Sept 3, 2024
College is Closed for Labor Day	Sept 2, 2024
Last day to add or drop courses by 5:00 pm Mountain Time	Sept 13, 2024
Constitution Day	Sept 17, 2024
College is Closed for Thanksgiving	Nov 28 – Nov 29, 2024
Semester End Date	Dec 20, 2024
Nurse Pinning Ceremony – Fall 2024 Graduates	Jan 18, 2025

Observed Public Holidays

The College is closed in observance of the following holidays:

New Year's Day	Labor Day
Martin Luther King, Jr. Day	Thanksgiving
Presidents' Day	Day after Thanksgiving
Memorial Day	Christmas Day
Independence Day	

The College is closed from Christmas Day to New Year's Day every year.

SOFE Areas may observe other state or local holidays. Contact Regional Managers or Lead Faculty for details.

Experiential learning activities may be scheduled during the observed holidays.

Business Hours

The College's normal business hours are 9am to 5pm in each of the corresponding time zones.

Facilities

Operations Support Center (OSC)

The College Operations Support Center (OSC) is located in Salt Lake City, Utah. The OSC serves as the base for the virtual campus operations, from which all education and support services are delivered. The space includes:

- nine (9) private offices;
- six (6) private workstations;
- thirty-nine (39) workstations;
- one (1) meeting room;
- one (1) conference room;
- one (1) training room;
- one (1) broadcast room;
- a reception and media center;
- staff kitchen and break room;
- four (4) restrooms.

Separate Education Centers (SEC)

The College is approved by ABHES to host Supervised On-Ground Field Experiences (SOFE) at the following SEC:

Alaska

Prestige Care & Rehab Center of Anchorage
9100 Centennial Drive, Suite NC
Anchorage, Alaska 99504

Colorado

Cheyenne Mountain Center
835 Tenderfoot Hill Road
Colorado Springs, CO 80906

Flatirons Health and Rehab
1107 West Century Drive
Louisville, CO 80027

Idaho

The Apex Center
8211 West Ustick Road
Boise, ID 83704
(208) 286-1605

Gateway Transitional Care Center
527 Memorial Drive
Pocatello, ID 83201
(208) 254-4110

County West Building
650 Addison Avenue West, 300 B
Twin Falls, ID 83301
(208) 410-4640

Iowa

Rolling Green Village
100 South 6th Street, Suite NC
Nevada, Iowa 50201

Kansas

Stoneybrook Health and Rehab
2025 Little Kitten Avenue
Manhattan, KS 66503

Sunporch of Dodge City
501 West Beeson Road
Dodge City, KS 67801

Nevada

College Park Rehabilitation Center
2856 E Cheyenne Ave, Suite NC
Las Vegas, NV 89030

Harmon Hospital

2170 East Harmon Avenue
Las Vegas, NV 89119
(702) 780-6709

Pennsylvania

Cedar Haven Healthcare Center
590 South Fifth Avenue
Lebanon, PA 17042
Penn Highlands DuBois Hospital
59100 Hospital Avenue
DuBois, PA 15801

Utah

Pioneer Care Center
815 South 200 West
Brigham City, UT 84302
(435) 339-0679

Draper Rehabilitation and Care Center
12702 South Fort Street
Draper, UT 84020
(385) 274-6748

Heritage Hills Rehabilitation and Care Center
1100 North 400 East
Nephi, UT 84648
(435) 250-3837

Heritage Park Care Center
2700 West 5600 South
Roy, UT 84067
(385) 393-4050

Bella Terra of St. George
178 South 1200 East
St. George UT 84790
(435) 627-3760

The Wentworth
950 South 400 East
St. George, UT 84790
(435) 627-3760

Wyoming

Shepherd of the Valley Healthcare Community
60 Magnolia

Casper, WY 82604
(307) 215-3213

Granite Rehabilitation and Wellness
3128 Boxelder Drive
Cheyenne, WY 82001
(307) 222-6151

Evanston Regional Hospital
190 Arrowhead Drive
Evanston, WY 82930
(307) 288-0140

Experiential Learning Sites (ELS)

Experiential Learning Sites (ELS) are health care facilities utilized to deliver direct focused client care and integrative practicum experiential learning.

Catalog Purpose and Changes

This Catalog is not intended to serve as a long-term contact but rather to provide general and policy information to learners and prospective learners. The College reserves the right to make changes to this Catalog and any of its policies, 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 updated versions of the Catalog, which are distributed to all learners via the learning management system and posted on the College's website: www.nightingale.edu/college-catalog. The Catalog changes become effective immediately upon publication and apply to all then-enrolled learners.

ACADEMIC CREDIT

Unit of Credit

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

One (1) semester credit is equal to

- one (1) contact hour of didactic learning per week, or
- two (2) contact hours of intervention skill-based experiential learning, including online preparation, per week, or
- three (3) contact hours of direct focused client care or case-based or integrative practicum experiential learning, including online preparation, per week.

A contact hour is defined as a minimum of fifty (50) minutes of supervised or directed instruction or engagement with educational content in any 60-minute period. Learners are required to complete all directed preparatory and remedial learning in order to earn the academic credit in the course. For each enrolled semester credit, learners should spend a minimum of three (3) additional hours per week engaged in course work. Specific course work requirements are listed in each course syllabus.

Baccalaureate Programs Levels Designations

The College's baccalaureate programs are delivered over a period of four (4) academic years: Freshman, Sophomore, Junior and Senior. Learners progress to the next level designation upon successful completion or transfer of thirty (30) semester credits. Within the academic years, each of the two (2) academic semesters is designated as either "1," if less than half of the required semester credits is complete, or "2" if at least half of the required semester credits is complete.

Level Designation	Semester Credits Completed
Freshman 1 (F1)	<15
Freshman 2 (F2)	15 - 29
Sophomore 1 (S1)	30 - 44
Sophomore 2 (S2)	45 - 59
Junior 1 (J1)	60 - 74
Junior 2 (J2)	75 - 89
Senior 1 (SR1)	90 - 104
Senior 2 (SR2)	105+

Transfer of Credit

Only official transcripts are accepted as proof of completion of previous coursework. The deadline for submission of official transcripts for the previously completed coursework is 5:00 PM MT seventeen (17) days prior to the start of the initial semester of enrollment. The deadline for submission of official transcripts for the coursework in progress is 5:00 PM MT on the last day of the add/drop period in the initial semester of enrollment. Learners who are currently enrolled but have not completed the courses for which transfer of credit is requested, must submit a semester-in-progress report card no later than seventeen (17) days prior to the first day of the academic semester with an acceptable running grade for the transfer of credit to be considered. 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 in all courses.
- Human Anatomy, Human Physiology, Mathematics, and Pathophysiology 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.

Note: The College does not grant transfer of credit for duplicate coursework.

Note: The seven (7) year course recency requirement for Human Anatomy, Human Physiology, Mathematics, and Pathophysiology is not applicable to the College’s post-licensure programs.

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 National League for Nursing Commission for Nursing Education Accreditation (NLN CNEA), Accreditation Commission for Education in Nursing (ACEN), or the Commission on Collegiate Nursing Education (CCNE), 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 “B-” 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, LPN/LVN learners granted advanced placement in the ADN or BSN 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, 175 South Main Street, Suite 400, Salt Lake City, Utah 84111.

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.

Nursing Transfer of Credit Waiver through Prior Learning Assessment

If the nursing credit transfer request does not meet one (1) or more of the transfer of credit policy requirements, learners may request to complete the corresponding prior knowledge and skills assessment, if available, at their 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 the learner will be required to retake the course.

Minimum Passing Requirements

- HESI Nursing Course Exams: 850 (must remediate if the score is below 900)

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. For transfer of credit to be considered, learners must submit official coursework equivalency evaluations and official transcripts, along with English translation, completed by the credential evaluation services of an agency that has published standards for membership, affiliations to U.S.-based international higher education associations, and are frequently linked to and used by federal agencies, state agencies, educational institutions and employers (e.g., NACES and AICE).

On-the-Job Learning

The College does not award academic credit for on-the-job 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 on-the-job 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 American Council on Education (ACE) Guide to Educational Credit by Examination. These examinations include AP, CLEP, DLPT, DSST, and ECE. Effective April 17, 2021 the College will not accept transfer credit earned through non-institutional or unaccredited extra-institutional settings. Learners seeking evaluation of credits from a non-institutional source must submit an ACE transcript for evaluation prior by April 16, 2021 at 5pm MST.

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. Audit courses are included in calculation of the maximum credit load enrollment allowance. To audit a course, the learner must request approval from the course instructor and the designated academic manager and, if approved, pay the corresponding audit fee and purchase any updated resources required in the course.

Course Offerings

The College offers all core program courses every semester. General education courses are offered every semester unless minimum required enrollment is not achieved. Learners may request directed study in lieu of course enrollment as described in the [Directed Study](#) section of this Catalog.

Course Requisites, Prerequisites and Corequisites

Requisites are defined as courses that must be completed either prior to or concurrently with the given course. Prerequisites are defined as courses that must be completed prior to enrollment into the given course. Corequisites are defined as courses that must be completed concurrently with the given course.

Maximum Credit Load

The recommended maximum load for learners is sixteen (16) semester credits, including audited courses. BSN Program learners may be allowed to enroll in the maximum of eighteen (18) semester credits based on the number of GE credits transferred in, including audit courses. A learner who, under special circumstances, needs to take more than sixteen (16) credits must obtain written permission from the designated academic 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. Those who wish to repeat a course in order to improve the grade may be allowed to do so at the discretion of the designated academic 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 course but is not taking the course for credit.

Advanced Placement

The College offers advanced placement in Bachelor of Science in Nursing (BSN) Program to qualified Licensed Practical and Vocational Nurses (LPN/LVN). 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 LPN/LVN learners are granted a block transfer of credit for ADN 200, ADN 210, and ADN 220 or BSN 205, BSN 215, and BSN 225, free of charge. In order to earn a transfer of credit for ADN 240 and/or ADN 260 in the ADN Program or BSN 246 and/or BSN 266 in the BSN Program, the candidates must pass the required placement exams as described in the [Admissions Requirements and Procedures](#) section of the ADN Program or the [Admissions Requirements and Procedures](#) section of the BSN Program.

The College offers advanced placement in the Bachelor of Science in Nursing (BSN) Program to qualified active duty or retired U.S. Airforce medical technicians and U.S. Navy corpsmen. Servicemembers who have successfully completed the Basic Medical Technician Corpsman (BMTC) curriculum at the U.S. Military's Medical Education Training Center (METC) in San Antonio, Texas, within the three (3) years immediately preceding admissions application will be granted the automatic eleven (11) semester credit block transfer, free of charge. Upon acceptance the applicants granted the block transfer will be required to take the HESI Fundamentals exam and remediate if necessary. Servicemembers who do not qualify for automatic credit block transfer may request to take the HESI Fundamentals advanced placement exam as described in the [Admissions Requirements and Procedures](#) section of the BSN Program.

The College offers advanced placement in the Bachelor of Science in Nursing (BSN) Program to licensed registered nurses. To be considered for advanced placement, the learner must hold a current, active, and unencumbered license to practice as a registered nurse in any U.S. jurisdiction. Advanced placement RN learners are granted a block transfer of forty-eight (48) semester credits toward all lower-division nursing core course requirements.

The College offers advanced placement in the Bachelor of Science in Nursing (BSN) Program to individuals who transfer nursing credits. For more information, refer to the [Transfer of Credit](#) section of the Catalog

and the [Admissions Requirements and Procedures](#) section of the BSN Program.

Matriculated

A degree-seeking learner who has completed all admission and matriculation requirements is considered matriculated in an academic program. See the corresponding program's Admissions Requirements and Procedures section of this Catalog for more information.

Non-Matriculated

There are two types of non-matriculated learners: continuing education or non-degree seeking learners and degree-seeking learners who are enrolled in an academic program but have not yet completed all matriculation requirements. 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 academic 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 time frame, 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' learners: Learners who do not complete all graduation requirements within one (1) academic semester of program completion will be required to retake, at the learner's expense, and pass the standardized exit exam and benchmark evaluation. If the learner does not successfully pass the exam and/or benchmark evaluation, the learner will be required to complete prescribed remediation in addition to normal graduation requirements before graduation clearance is issued.

Learner Residency and Course Delivery Modalities

Throughout its publications, the College utilizes several terms designed to describe its learner residency and course delivery modalities, whose definitions are as follows:

Learner Residency Modalities

Hybrid-Virtual

Refers to learners who are engaged in distance and blended courses and have assigned Supervised On-ground Field Experiences (SOFE).

Note: The SOFE area assignments are determined by the College based on the learner's permanent geographic residence. Learners enrolled in the Remote BSN Program option may be assigned to complete on-ground experiential learning requirements at different SOFE areas every semester. The College cannot guarantee any specific SOFE areas for the on-ground experiential learning assignments.

Full-Virtual

Refers to learners who are engaged in distance courses only.

Course Delivery Modalities

Distance

Refers to educational methodologies where there is a separation in space and/or time between learners and faculty. Distance delivery may be synchronous or asynchronous.

On-ground

Refers to educational methodologies that do not provide for space nor time separation between learners and faculty. These include intervention skill-based, case-based, direct focused client care, and integrative practicum experiential learning and workshops.

Blended

Refers to courses that include both distance and on-ground educational delivery methodologies.

Learner Personal Contact and Demographic Information

Learners are responsible for notifying the Registrar's Office of any changes in the personal contact and/or demographic information, including but not limited to the name, gender, permanent residency address, physical location address, telephone number(s), and email, by requesting, completing, and submitting the official Change in Information Form or updating the personal information through the Learner Portal in the College's data management system within ten (10) business days from the effective date of the change.

Transcripts and Other Official Documents

Up to two (2) official transcripts of coursework at the College will be furnished upon written request to each graduate free of charge. Any additional transcript requests for graduates and all transcript requests for non-graduates are subject to the current transcript fee. A charge may also be assessed for any other official document prepared by the Registrar.

Note: Academic transcripts will not be available until after two (2) weeks following the completion of all graduation requirements.

Document Hold

A hold is applied against a learner's file for non-payment of tuition and/or fees 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

During the first two (2) weeks of every academic semester, learners may register for additional courses and incur the corresponding tuition and/or fee charges. Learners may also unregister from courses and receive the corresponding tuition and/or fee credit, only when extenuating circumstance arise.

New learners may withdraw from the College within the add/drop period without incurring tuition charges.

Continuing learners who withdraw within the add/drop period will be subject to the pro-rata tuition charges as outlined in "Refund for Withdrawal." In addition, learners will be responsible for any applicable fees.

The deadline for adding or dropping courses is 5:00 pm Mountain Time on Friday of the second week of instruction in every academic semester. Learners who would like to add course(s) must obtain written permission from the lead course faculty. Learners are required to meet with a Financial Aid Advisor before adding or dropping courses, as financial aid eligibility may be affected. Learners are also required to meet with the designated academic manager before adding or dropping courses.

Note: During the add/drop period, course enrollment changes may be initiated by the College.

Leave of Absence (LOA)

Should circumstances occur making it impractical or impossible to continue uninterrupted progression within the academic program, the learner has the option of applying for a Leave of Absence (LOA). LOA may only be granted for medical and family reasons as well as under extenuating circumstances.

A LOA may be granted by the designated academic 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 a LOA, the learner must submit a signed, dated written application specifying the reason for the LOA prior to the anticipated start of the LOA, unless unforeseen circumstances prevent the learner from doing so.

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

Full-Semester LOA

The full-semester 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 academic semester according to the predetermined course sequence.
4. The learner's Financial Aid package will remain unchanged unless the College adjusts the academic program's tuition and fees or the learner crosses into a new Title IV award year or loan period.

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

Semester-in-Progress LOA

The semester-in-progress LOA may be granted to learners after the conclusion of the add/drop period and before the beginning of Week 9 of any given academic semester under the following conditions:

1. The combined LOA must not exceed 180 days in any consecutive twelve (12) month period.
2. The learner must be in good academic standing.
3. The learner is reasonably expected to return from the LOA on the specified date.
4. The learner will be given a grade of "L" for courses that are incomplete at the time of the partial-semester LOA approval.
5. In the academic semester directly following the predetermined end date of the LOA, the learner's status will become active in the exact point within the courses that were in progress at the time the LOA was granted. However, to ensure seamless academic progression, the learner must complete all academic requirements in the portions of the courses attempted prior to the LOA. Learners are required to engage with faculty to ensure the requisite knowledge necessary to complete the successive modules in the course(s) is demonstrated. For course grade calculations, the coursework

scores earned before the LOA will not be considered. Therefore, learners will be awarded the course grade based on the scores earned in all learning activities after their return from the LOA. Learners must remediate any audit coursework that falls below the standard passing grade. The learner will be charged full tuition for the incomplete academic 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. In addition, no Federal Direct Student Loans may be dispersed while a learner is on an active 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 initial 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

Continuing Education or Non-Degree Seeking Learners

Non-matriculated continuing education or non-degree seeking 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 \$150 non-refundable application fee (the application fee is waived for active duty servicemembers and veterans of the U.S. Armed Forces).
2. Complete the Application for Admissions. The application and the paid fee are valid for one (1) year. Re-entry learners' application fees and entrance and placement exam scores are valid for one (1) year following the withdrawal date.
3. Submit official college transcripts for required course prerequisites to: Registrar, Nightingale College, 175 South Main Street, Suite 400, Salt Lake City, Utah 84111. 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 direct focused client care experiential learning component). For more information, refer to the corresponding section of a pre-licensure academic program.
5. Complete and pass a criminal background check (for courses with a direct focused client care experiential learning component). For more information, refer to the corresponding section of a pre-licensure academic program.
6. Provide a current American Heart Association CPR card with BLS Healthcare Provider certification (for courses with a direct focused client care experiential learning component). For more information, refer to the corresponding section of a pre-licensure academic program.
7. Complete and pass a 10-panel drug screening (for courses with a direct focused client care experiential learning component). For more information, refer to the corresponding section of a

- pre-licensure academic program.
8. Complete the Financial Aid process and submit all required documentation.

Note: Non-matriculated continuing education or non-degree learners are not eligible for Title IV Federal Student Aid.

Tuition for non-matriculated non-degree seeking learners who are Active Duty and Reserve Members of the U.S. Armed Forces for the GE courses COM 301, ENG 120, HUM 110, MAT 100, PSY 201, and SOC 220 is \$250 per academic 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.

Tuition for non-matriculated non-degree seeking learners who are graduates of the College's ADN Program, taking additional general education (GE) courses needed for licensure in certain states, is \$525 per semester credit.

9. Sign the Non-Matriculated Learner Enrollment Agreement.

Degree-Seeking Learners

In order to matriculate in an academic program, enrolled degree-seeking learners must complete all matriculation requirements in accordance with the policies published in the specific academic program's section of the Catalog. These learners may be eligible for Title IV Federal Student Aid while enrolled in general education courses required for degree completion.

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 should be made prior to the first day of every semester, 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.

Learners and their 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. FSA may include grants and loans.

Pell 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 academic semester.

Direct 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 an 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 fafsa.gov.
3. Parents of dependent learners must 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.*
4. 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.
5. Complete the online FAFSA at www.fafsa.ed.gov and follow the instructions provided.
6. 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.

7. Every learner must meet with an FA Advisor to determine their Title IV eligibility.

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 currently 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.

GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government website at <https://www.benefits.va.gov/gibill>.

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).

Note: Other U.S. states offer similar programs. For more information contact the local office for rehabilitation services.

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. WIOA serves eligible adults, dislocated workers, and youth. For more information contact the local workforce development office.

Student Tuition Recovery Fund (STRF) – California Learners Only

The State of California established the Student Tuition Recovery Fund (STRF) to relieve or mitigate economic loss suffered by a learner in an educational program at a qualifying institution, who is or was a California resident while enrolled, or was enrolled in a residency program, if the learner enrolled in the institution, prepaid tuition, and suffered an economic loss. Unless relieved of the obligation to do so, a learner must pay the state-imposed assessment for the STRF, or it must be paid on the learner's behalf, if the learner is in an educational program, who is a California resident, or are enrolled in a residency program, and prepay all or part of the tuition.

Learners are not eligible for protection from the STRF and are not required to pay the STRF assessment, if the learner is not a California resident, or are not enrolled in a residency program.

It is important to keep copies of the enrollment agreement, financial aid documents, receipts, or any other information that documents the amount paid to the school. Questions regarding the STRF may be directed to the Bureau for Private Postsecondary Education, 2535 Capitol Oaks Drive, Suite 400, Sacramento, CA 95833, (916) 431-6959 or (888) 370-7589.

To be eligible for STRF, the learner must be a California resident or enrolled in a residency program, prepaid tuition, paid or deemed to have paid the STRF assessment, and suffered an economic loss as a result of any of the following:

1. The institution, a location of the institution, or an educational program offered by the institution was closed or discontinued, and the learner did not choose to participate in a teach-out plan approved by the Bureau or did not complete a chosen teach-out plan approved by the Bureau.
2. The learner was enrolled at an institution or a location of the institution within the 120-day period before the closure of the institution or location of the institution or were enrolled in an educational program within the 120-day period before the program was discontinued.
3. The learner was enrolled at an institution or a location of the institution more than 120 days before the closure of the institution or location of the institution, in an educational program offered by the institution as to which the Bureau determined there was a significant decline in the quality or value of the program more than 120 days before closure.
4. The institution has been ordered to pay a refund by the Bureau but has failed to do so.
5. The institution has failed to pay or reimburse loan proceeds under a federal student loan program as required by law or has failed to pay or reimburse proceeds received by the institution in excess of tuition and other costs.
6. The learner has been awarded restitution, a refund, or other monetary award by an arbitrator or court, based on a violation of this chapter by an institution or representative of an institution, but have been unable to collect the award from the institution.
7. The learner sought legal counsel that resulted in the cancellation of one or more of your student loans and have an invoice for services rendered and evidence of the cancellation of the student loan

or loans.

To qualify for STRF reimbursement, the application must be received within four (4) years from the date of the action or event that made the learner eligible for recovery from STRF.

A learner whose loan is revived by a loan holder or debt collector after a period of non-collection may, at any time, file a written application for recovery from STRF for the debt that would have otherwise been eligible for recovery. If it has been more than four (4) years since the action or event that made the learner eligible, the learner must have filed a written application for recovery within the original four (4) year period, unless the period has been extended by another act of law.

However, no claim can be paid to any learner without a social security number or a taxpayer identification number.

VA Benefit Covered Learners

Current academic programs at Nightingale College are approved by the Utah State Approving Agency for Veterans Education (SAA) for eligible learners to receive education benefits from the U.S. Department of Veterans Affairs. Learners who enroll to receive these benefits are required to abide by the policies and rules of the institution and by the rules and regulations set forth herein by the SAA and the U.S. Department of Veterans Affairs.

Note: A Covered Individual is any individual who is entitled to educational assistance under Chapter 31, Vocational Rehabilitation and Employment, or Chapter 33, Post-9/11 GI Bill[®] benefits.

Permit any covered individual to attend or participate in the course of education during the period beginning on the date on which the individual provides to the educational institution a certificate of eligibility for entitlement to the financial aid office under Chapter 31 or 33 (a “certificate of eligibility” can also include a “Statement of Benefits” obtained from the Department of Veterans Affairs’ (VA) website – eBenefits, or a VAF 28-1905 form for Chapter 31 authorization purposes) and ending on the earlier of the following dates:

- The date on which payment from VA is made to the institution.
- Ninety (90) days after the date the institution certified tuition and fees following the receipt of the certificate of eligibility.

The College will not impose any penalty, including the assessment of late fees, the denial of access to classes, libraries, or other institutional facilities, or the requirement that a covered individual borrow additional funds, on any covered individual because of the individual’s inability to meet the financial obligations to the institution due to the delayed disbursement funding from VA under Chapter 31 or 33.

In instances where the policies stated herein vary with those of the College, this rule supersedes all conflicting policies and procedures.

Institutional Scholarships

Joining Forces Scholarship

The Joining Forces Scholarship (JFS) 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. The JFS is not applicable to the Master of Science in Nursing Education (MSNEd) Program nor any repeat coursework.

Eligibility Requirements

- Must be an active duty or reserve member of the U.S. Armed Forces, or
- Must be an honorably discharged or retired veteran, or
- Must be a spouse of an active duty servicemember of the U.S. Armed Forces, and
- Must enroll in a degree program at the College and maintain a minimum non-cumulative 3.00 GPA in every academic semester.

Scholarship Information

Bachelor of Science in Nursing (BSN) Program Learners: Active duty, veteran and spouses of active duty servicemember learners meeting the eligibility requirements will receive a scholarship in the amount of \$25 per semester credit toward tuition at the College.

RN-to-BSN Program Learners: Active duty, veteran and spouses of active duty servicemember learners meeting the eligibility requirements will receive a scholarship in the amount of \$25 per semester credit toward tuition at the College.

Note: Only active duty and reserve members of the U.S. Armed Forces, who are non-matriculated learners, will receive a scholarship bringing the tuition down to \$250 per semester credit in the following GE courses only: COM 301, ENG 120, HUM 110, MAT 100, PSY 201, and SOC 220.

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 academic 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 academic semester for which JFS is requested. JFS is not applied retroactively. For the listing of acceptable eligibility documentation, refer to the College's website.

Future of Nursing Scholarships

FNS objectives:

- To provide an incentive for high school students to perform well academically;
- To provide an incentive for high school students to excel in citizenship;
- To provide an incentive for high school students to engage in community service;
- To increase awareness among high school advisors and students of the academic opportunities at Nightingale College.

President's FNS:

- One (1) scholarship is awarded annually, in the Fall;
- The award equals to 25% of tuition charges, for up to eight (8) semesters;
- Recipient must maintain a 3.3 GPA and engage in minimum 8 hours of community service every semester to remain eligible;
- Award will automatically renew for each of the eight (8) semesters, provided the learner meets all qualifications;
- Should the recipient formally request an academic leave of absence and qualifies for the leave of

absence under the guidelines listed in the Catalog, the award will automatically renew for the remaining semesters upon return;

- Does not apply to repeat coursework.

Honors FNS:

- Scholarships are awarded annually, in the Fall;
- The award is \$250 toward tuition charges per semester, for up to eight (8) semesters;
- Recipient must maintain a 3.0 GPA each semester to remain eligible;
- Award will automatically renew for each of the eight (8) semesters, provided the learner meets all qualifications;
- Should the recipient formally request an academic leave of absence and qualifies for the leave of absence under the guidelines listed in the Catalog, the award will automatically renew for the remaining semesters upon return;
- Does not apply to repeat coursework.

Eligibility Requirements

- Be a graduating high school senior;
- Receive passing citizenship grades;
- Achieve 3.3 or higher cumulative high school GPA;
- Enroll in Nightingale College's BSN Program on a full-time basis in the Fall semester, immediately following high school graduation.

Consideration Criteria:

- Completed application;
- Cumulative GPA;
- Academic preparation e.g. health and science courses;
- Extracurricular activities e.g. community service, work experience, internships;
- School activities, e.g. club memberships, sports teams, student body officers, HOSA competitions;
- "I will make a difference as a nurse" essay;
- Two letters of recommendation:
 - one from a high school teacher;
 - one from a community member or employer who is not a friend or a relative.

Susan J. Jero Resiliency Scholarship

- One (1) scholarship is awarded annually, in the Fall;
- The award equals to 100% of tuition charges, for up to eight (8) semesters;
- Recipient must maintain a 3.0 GPA each semester and engage in minimum 8 hours of community service every semester to remain eligible;
- Award will automatically renew for each of the eight (8) semesters, provided the learner meets all qualifications;
- Should the recipient formally request an academic leave of absence and qualifies for the leave of absence under the guidelines listed in the Catalog, the award will automatically renew for the remaining semesters upon return;
- Does not apply to repeat coursework.

Objectives:

- To recognize exceptional high school students who succeed in the face of adversity and hardships.
- To provide an incentive for high school students to perform well academically;
- To provide an incentive for high school students to excel in citizenship;
- To provide an incentive for high school students to engage in community service;
- To increase awareness among high school advisors and students of the academic opportunities at Nightingale College.

Eligibility Requirements:

- Be a graduating high school senior;
- Receive passing citizenship grades;
- Achieve 3.0 or higher cumulative high school GPA;
- Demonstrate resiliency in overcoming significant adversity and/or hardships;
- Demonstrate commitment to community service;
- Enroll in Nightingale College's BSN Program on a full-time basis in the Fall semester, immediately following high school graduation.

Consideration Criteria:

- Completed application;
- An essay describing resiliency in overcoming significant adversity and/or hardships;
- Cumulative GPA;
- Academic preparation e.g. health and science courses;
- Extracurricular activities e.g. community service, work experience, internships;
- School activities, e.g. club memberships, sports teams, student body officers, HOSA competitions;
- One Letters of recommendation from the high school principal;
- Proof of any volunteer community service hours.

Keys to Success Scholarship

- One (1) scholarship is awarded per school district in the State of Utah only;
- The award equals \$1,500 toward tuition charges, for up to eight (8) semesters, for a total maximum of \$12,000.00;
- Recipient must maintain a 3.0 GPA each semester;
- Award will automatically renew for each of the eight (8) semesters, provided the learner meets all qualifications;
- Should the recipient formally request an academic leave of absence and qualifies for the leave under the guidelines listed in the Catalog, the award will automatically renew for the remaining semesters upon return;
- Does not apply to repeat coursework.

Objectives:

- To provide an incentive for high school students to perform well academically;
- To provide an incentive for high school students to excel in citizenship;
- To provide an incentive for high school students to engage in community service;
- To increase awareness among high school advisors and students of the academic opportunities at Nightingale College.

Eligibility Requirements:

- Be a graduating high school senior who participated in the State of Utah Keys to Success program;
- Receive passing citizenship grades;
- Achieve 3.0 or higher cumulative high school GPA;
- Enroll in Nightingale College's BSN Program on a full-time basis in the Fall semester, immediately following high school graduation.

Consideration Criteria:

- Completed application;
- Cumulative GPA;
- Academic preparation e.g. health and science courses;
- Extracurricular activities e.g. community service, work experience, internships;
- School activities e.g. club memberships, sports teams, student body officers, HOSA competitions;
- Two Letters of recommendations:
 - one from a high school teacher;
 - one from a community member or employer who is not a friend or a relative

Elevate Scholarship

- Scholarships are awarded on the semesterly basis in the BSN Program, based on the learner's financial needs.
- The award is up to \$250 per month, based on the learner's financial needs.
- Recipient must maintain a minimum GPA as follows:
 - A GPA of 2.0 is required in the freshman and sophomore years;
 - A GPA of 2.5 is required the in junior year.
 - A GPA of 3.0 is required in the Senior year.
- Should the recipient formally request an academic leave of absence and qualifies for the leave under the guidelines listed in the Catalog, the award will automatically renew for the remaining semesters upon return.
- Does not apply to repeat coursework.

Objectives:

- To allow learners in financial need to continue uninterrupted program enrollment by reducing or eliminating monthly payments required by the institutional loans;

Eligibility Requirements:

- Participation in the institutional loan program;
- Demonstrated financial need;
- Successful completion of at least one academic semester in the BSN Program;
- Completed application.
- A minimum GPA as follows:
 - 2.0 in the Freshman and Sophomore years of enrollment;
 - 2.5 in the Junior year of enrollment;
 - 3.0 in the Senior year.

Future Leader Scholarship

- One (1) scholarship per calendar year, per active Experiential Learning (EL) Partner is awarded to learners enrolled in the RN-to-BSN Program;

- The award equals 100% of tuition charges for the duration of enrollment, if the eligibility criteria are met;
- The scholarship recipient must maintain a cumulative 3.0 GPA;
- Learner eligibility is assessed on the semesterly basis;
- Should the recipient formally request an academic leave of absence and qualifies for the leave under the guidelines listed in the Catalog, the award will automatically renew for the remaining semesters upon return;
- Does not apply to repeat coursework;
- Scholarships are awarded on the space-available basis and, therefore, recipients may be required to delay enrollment until space becomes available.

Objectives:

- To promote higher levels of degree achievement among Experiential Learning (EL) Partners' employees;
- To provide an incentive for learners to excel academically and professionally;
- To increase awareness among Experiential Learning (EL) Partners of the academic opportunities at the College.

Eligibility Requirements:

- Enrollment in the College's RN-to-BSN Program;
- Full-time employment at an EL Partner, who is actively providing experiential learning opportunities for the College's prelicensure nursing programs;
- Providing interviews and status updates to the College's Marketing function throughout and at the completion of the Program;
- Consenting to the sharing of the aforementioned interviews and the recipient's final capstone project among other EL Partners, to support best practice sharing and process improvement.

Consideration Criteria:

- The criteria for the Future Leader scholarship are determined by the individual Experiential Learning Partner;
- The scholarship is awarded by the individual Experiential Learning Partner;
- Learners must contact the nursing administration of the Experiential Learning Partner for more information.

Institutional Loans

Even with other sources of available funding, the full cost of enrollment in an academic program may not be covered, creating an additional tuition and fees' gap balance. The College has partnered with Tuition Options (TO), a third-party company, to assist with approving and servicing its institutional payment plan loans. The institutional loans are intended to be used as a last resort funding option, once the learner has exhausted all other available resources, including federal student aid, private loans, state assistance, scholarships, etc.

Learners are required to use all available federal student aid, apply and receive denial letters with at least two (2) private lenders, and are strongly encouraged to search and apply for additional outside grants,

scholarships, or other available funding for which they may be eligible (cash, Department of Workforce Services (or equivalent) grants, Veterans Administration funding, employer tuition reimbursement, family assistance, etc.) before they may apply for an institutional loan. The College reserves the right to deny and/or limit the amount of the institutional loans.

Eligibility Requirements:

- Utilize all of the available federal student aid finding toward tuition and fees;
- Apply for and receive denials from at least two (2) private lenders every academic year, or two (2) semesters.
- Apply for at least one scholarship per semester and respond to the survey provided by Learner Accounts confirming requirements' completion;

Institutional Loan Repayment Terms:

- Minimum payment of \$250 in the prelicensure BSN Program (or \$400 in other academic programs) is required during active academic enrollment and may be extended for up to 6 months after graduation; the remaining balance must be repaid during the following 24 months;

Experiential Learning Partner Tuition Benefits

Employee Tuition Discount:

- Tuition discounts are for learners who are employed by The College's EL Partners, which actively offering experiential learning opportunities to the College's prelicensure nursing learners;
- 10% Employee Tuition Discount applies to the employees of an EL Partner, which served as a legacy experiential learning hub (ELH);
- 5% Employee Tuition Discount applies to the employees of an EL Partner, which is actively hosting an experiential learning site (ELS);
- This benefit is awarded on the semesterly basis.

Experiential Learning (EL) Partner's Employee Tuition Equivalency

- Employees of the College's EL Partners, which actively provide experiential learning opportunities to the College's prelicensure learners, enrolled in the RN-to-BSN Program are eligible to for the alumni tuition rate.
- Learners receiving the alumni-equivalent tuition rate are required to provide interviews and status updates to the College's Marketing function throughout and at the completion of the Program, and consent to the sharing of the aforementioned interviews and the recipient's final capstone project among other EL Partners, to support best practice sharing and process improvement;

\$1000 Tuition Discount

- Learners referred by an EL Partner are eligible to receive a tuition discount of up to one thousand dollars (\$1000), applied proportionately toward every semester's charges.

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 the semester.

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 Federal Student Aid (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 academic 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 academic 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 academic 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 the learner 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](#), 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 FAFSA 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 initial 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 resources 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, experiential learning 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. In order for the request to be considered, tuition and fees charges for the current academic semester must be posted to and a credit balance must be present on the learner's account ledger. The pass-through payment will be made no later than thirty (30) days after the valid request is received by the Learner Accounts office.

Note: The College's learner account ledgers list pass-through payments as "stipends."

Refund for Withdrawal

New learners who begin attending and withdraw from an academic program outside of the enrollment cancellation period and continuing learners who withdraw from an academic program after starting in a new academic semester will be subject to pro-rata tuition charges. The refund will be calculated based on the week of the last day of attendance in an academic program, according to the table below.

Last day of attendance in week	% of tuition charged (plus the cost of textbooks and supplies)	% of tuition refunded (excluding the cost of textbook and supplies)
1	6.25	93.75
2	12.50	87.50
3	18.75	81.25
4	25.00	75.00
5	31.25	68.75
6	37.50	62.50
7	43.75	56.25
8	50.00	50.00
9	56.25	43.75
10-16	100.00	0.00

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

The fees for resources 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, experiential learning kits, etc. The College must be reimbursed for the cost of any issued learning supplies not accepted or returned.

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

Withdrawal – Last Day of Attendance (LDA)

Official Withdrawals

The learner's last day of attendance is determined according to the LDA specified in the Official Withdrawal Notification.

Unofficial Withdrawals

The learner's last day of attendance is determined by the last day the learner participated in any academic activity, including any online learning, projects, experiential learning, 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 were in attendance 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 fourteen (14) 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

If learners who have been withdrawn from the College and/or parents who received Federal PLUS Loans believe the Refund for Withdrawal or the Return of Title IV Funds calculations are incorrect, an appeal may be made to the College. A written request must be submitted to the College explaining why it should reconsider the information used when the calculation was performed. The College will review the appeal and notify the learner and/or parent of its final decision on the calculation.

Learner Financial Responsibilities and Academic Program Progress

Learners are responsible for meeting financial obligations to the College on time, including completion of all financial aid requirements and paperwork, making scheduled payments, and responding to information and documentation requests.

All applicable conditions listed below must be met by the learner by 5:00 pm MT on the last Friday of the add/drop period in every academic semester to satisfy the entire account balance:

- Learner has paid the account balance in-full;
- Learner has enrolled in a College-approved Monthly Payment Plan;
- Learner has completed all Financial Aid requirements and paperwork;
- Learner has provided proof of third-party financial assistance.

If the aforementioned conditions are not met as required, learners will be responsible for payment of late fees and interest and will be subject to records holds.

Late Payment Fees

Learners who have not satisfied the conditions described in the previous section will be charged a \$50 late payment fee on a monthly basis.

Learners who participate in an approved payment plan and fail to make a timely payment will be charged a \$50 late payment fee fifteen (15) calendar days after the due date for the payment has passed.

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

Interest Assessment

Interest assessment on unpaid balances will begin thirty (30) days after the beginning of the academic semester. The annual percentage rate (APR) is 8%. Interest on unpaid balances will be assessed in addition to the late payment fees. Learners who are enrolled in an approved payment plan and/or submitted the required documentation will not be assessed the additional interest.

Records Holds

A hold will be placed on the learner's records if the account balance is not resolved by 5:00 pm MT on the last Friday of the add/drop period in every academic semester and will remain in place until the account balance is resolved. Records holds prevent future course registration, graduation, and release of academic transcripts.

GENERAL INFORMATION

Employment and Career Support Services

Graduates of the pre-licensure nursing 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. Learners who intend to apply for licensure outside of the states where the College operates its Supervised On-Ground Field Experiences (SOFE) areas must check with the corresponding state board of nursing to ensure that initial licensure will be possible in the desired state. Learners may be able to first get licensed in a state where the College operates its SOFE areas and endorse the license into another state. It is highly encouraged that all learners research the licensure and testing requirements on the respective state board of nursing website.

Note: The College publishes its graduates' licensure history by state as well as the list of states in which the College has not determined its graduates' licensure eligibility on its website.

Note: Learners must have established legal residency or professional practice in a state in order to apply for licensure in that state.

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 licensure or employment; however, the College provides licensure exam preparation coaching, career support services, and placement assistance without additional charges.

Certified Nursing Assistant (CNA) Training Waiver

Certain states allow learners who have completed the first academic semester of a pre-licensure nursing program to apply for CNA certification. For more information, see the [Certified Nursing Assistant \(CNA\) Training Waiver Catalog Insert](#).

License Practical Nurse (LPN) Licensure by Equivalency

In exceptional circumstances, learners who successfully completed BSN 346 course in the Bachelor of Science in Nursing (BSN) Program may apply for an LPN licensure by equivalency in Utah. To qualify for the equivalency waiver, learners must be a Utah resident, complete mandatory career counseling, as well as request, pay for, and pass the HESI RN Specialty: PN – BSN Mobility exam with a minimum HESI score of 900. 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 corresponding state licensing authority to begin the application process, which includes taking the NCLEX-LPN® exam. Learners are expected to complete the academic program at the College upon being licensed as an LPN. For inquiries, learners should contact their Learner Advising and Life Resources (LALR) Advisor.

Notes: Learners are responsible for obtaining LPN licensure equivalency process and eligibility information directly from the corresponding state board of nursing. LPN licenses obtained by equivalency may not be endorsable into any other U.S. state or jurisdiction. Learners will be required to sign a statement in which they commit to completing the remainder of their academic program. Failure to complete the program after becoming an LPN/LVN will be charged additional fees for all earned semester credits, at

\$235 per semester credit.

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

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

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 and SOFE facilities are accessible for persons with disabilities. Notwithstanding the foregoing, all learners are required to achieve all stated learning outcomes and to have the physical and mental abilities necessary to perform successfully and meet the objectives of the academic program. To request an accommodation, the learner is required to submit a written request and to provide documentation from a health care practitioner detailing the specifics of the accommodations requested to the designated academic manager. The learner will be notified in writing regarding any reasonable accommodation decision. The details of the request will be kept confidential.

The College President is the officer in charge of assuring compliance with all non-discrimination, equal opportunity, and reasonable accommodation policies. Grievances alleging violations of 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.

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 required. 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 or experiential learning cancelled due to an emergency at its discretion.

GRIEVANCE POLICY

Learners are encouraged to address any concern with and seek resolution directly from the individual faculty or staff member. If the issue is not resolved at this stage, the learner is invited to escalate the grievance to the designated academic manager by filing an official written grievance describing the details of the concern, following the Grievance Policy procedures listed in every course within the Learning Management System (LMS). The designated academic manager will investigate the concern and respond in writing within ten (10) business days of receiving the grievance. The decision issued by the designated academic manager is not further appealable within the College. Neither the College President nor any of its officers are authorized to override faculty's academic decisions, unless violations of the College's non-discrimination policies have occurred.

The College will make every reasonable effort to resolve grievances promptly. The learner may file a complaint with the corresponding state higher education authority 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.

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), 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. Learners may withhold directory information by notifying the Registrar in writing within two (2) weeks after the first day of enrollment. Requests for nondisclosure of directory information will be honored by the College for one (1) year; therefore, requests must be filed with the Registrar upon annual matriculation. 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 learners' education records within forty-five (45) days of the day the College receives the request;
- the right to request amendments to learners' education records that the learner believes are inaccurate;
- the right to consent to disclosures of personally identifiable information contained in learners' 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 their 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 security policies. It also requires that crime data be collected, reported, and disseminated to the College community. The *Clery Act* is intended to provide learners and their families with accurate, complete, and timely information about safety on instructional sites, so they can make informed decisions. Such disclosures are permitted under FERPA. Because of the nature of its education delivery model, the College's Operations Support Center (OSC) and the Supervised On-ground Field Experience (SOFE) sites are exempt from the *Clery Act* reporting requirements. 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 College 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 College Safety Committee regarding a significant emergency or dangerous situation involving an immediate threat to the health and safety of College community members, emergency notifications will be disseminated without delay to College community members via text message and email alerts, internal public-address system and an external siren (where applicable). The College's executive management 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 On-Ground Field Experiences (SOFE) site closure.

Emergency evacuation routes are conspicuously posted in each SOFE site. 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 Prevention

The College publicizes crime prevention information through the College's official publications. The College urges all members of the College community to be responsible for their own safety and to assist in the prevention of crime.

Physical Plant Facilities, Security and Crime Awareness at SOFE Sites

The College does not control any physical spaces at the Supervised On-Ground Field Experiential (SOFE) sites. Therefore, the maintenance of the physical plants and security services at each of the SOFE site are under the purview of the College's health care partners. The College encourages all persons to report criminal activity at or any other concerns with a SOFE site to the designated academic manager and/or the appropriate law enforcement agency. The College complies with the requirements of the Violence Against Women Act (VAWA), Title IX, and *Clery Act* and will provide information on criminal activity to the law

enforcement agency in whose jurisdiction the act occurs.

TITLE IX

Title IX of the Education Amendments of 1972 protects people from sex discrimination in educational programs and activities, including sexual harassment at institutions that received federal financial assistance.

Nightingale College prides itself on providing an environment free from discrimination on the basis of sex. The College is committed to be a community of unique individuals where we respect and embrace people's differences and teach learners to respect and support one another and provide an environment free of sexual misconduct. The College also promote safety that is conducive to learning. The College take complaints and allegations of sexual misconduct very seriously and provides an array of resources to help anyone impacted by sexual misconduct and need support.

The College prohibits unlawful discrimination on the basis of sex, which defines harassment as sexual assault, dating violence, domestic violence, and stalking. It also prohibits gender-based discrimination, sexual exploitation, interpersonal violence, and retaliation against a person for the good-faith reporting of any of these forms of conduct or participation in any investigation or proceeding under the Title IX policy, complicity in the commission of any act prohibited by the policy, and false reporting. The College will take prompt and equitable action to eliminate prohibited conduct, prevent its recurrence, and remedy its effects. Nightingale conducts ongoing prevention, awareness, and training programs for learners and collaborators.

All members of the Nightingale community are encouraged to take reasonable actions to prevent or stop an act of prohibited conduct. The College will support and assist community members who take such actions.

Please use the [Title IX Handbook](#) to find out more about reporting, resources, prevention and awareness programs, and other information regarding Title IX.

Reporting Prohibited Conduct

The College urges anyone who experiences or becomes aware of an incident of prohibited conduct to report the incident to the College immediately through the following reporting options:

- Contact the College's Title IX coordinator or deputy Title IX coordinator, via email, or by phone at (801) 689-2160.
- Submit a report online. A report may be made anonymously. The College will use information in anonymous reports to better understand the scope of sexual and interpersonal violence on campus and to develop and implement prevention efforts. However, if anyone is named, the report will no longer be considered anonymous and the college will proceed accordingly.

There is no time limit for reporting prohibited conduct to the College and reporting an incident does not necessarily mean that an investigation will be pursued. To encourage the reporting of prohibited conduct, the College will not pursue disciplinary action for disclosure of illegal personal consumption of drugs or alcohol where such disclosures are made in connection with a good-faith report or investigation of prohibited conduct. After a report is made, the Title IX coordinator will consult with the reporting party to determine whether any supportive measures are necessary for their safety or well-being. These supportive measures might include changes in living arrangements, adjustments to class or work schedules, no-contact orders, rescheduling exams, or restricting access to facilities or programs.

College will investigate learner complaints, and a learner/collaborator who has committed a Title IX offense

will be subject to the school's Disciplinary Action Policy. For more information please read Title IX Handbook located on the College's website: <https://nightingale.edu/safety-security/>.

Violations of Criminal Law

Behavior that violates this policy may also constitute a crime under state law. For example, the State of Utah criminalizes and punishes forms of sexual assault, domestic violence, stalking, and false reporting. This compilation of criminal statutes is not exhaustive but is offered to notify the College community that some forms of prohibited conduct may subject a person to criminal prosecution and punishment in addition to any sanctions under this policy. Sexual Assault: Unlawful Sexual Activity, Utah Code Ann. 76-5-401; Rape, Utah Code Ann. 76-5-402; Forcible Sodomy, Utah Code Ann. 76-5-403; Forcible Sexual Abuse, Utah Code Ann. 76-5-404; Aggravated Sexual Assault, Utah Code Ann. 76-5-405; Domestic Violence: Utah Code Ann. 77-36-1; Stalking: Utah Code Ann. 76-5-106.5; Criminal Defamation: Utah Code Ann. 76-9-404.

Confidential Resources

To ensure the safety of the College community, College collaborators are required to report information they receive about prohibited conduct to the Title IX coordinator. If you want to speak with someone confidentially, contact one of the resources below. Using these resources means that none of the information shared will be provided to other individuals at the College.

Resource	Telephone	Notes
Rape Recovery Center	(801) 467-7273	2035 South 1300 East Salt Lake City, UT 84105
State-Wide Crisis Line	(888) 421-1100	24-hour Crisis Line
National Sexual Assault Hotline	(800) 656-4673	24-hour Hotline
Family Justice Center (YWCA)	(801) 537-8600	24-hour Crisis Line 310 East 300 South Second Floor Salt Lake City, UT 84111
Higher Ed EAP Program	(800) 252-4555	Employee Assistance Program

Title IX and Violence Against Women Act (VAWA)

Nightingale College is committed to maintaining a healthy and safe learning environment that promotes responsibility and respect in matters of sexual conduct. Since Title IX/VAWA offenses are a violation of trust and respect they are prohibited and will not be tolerated. This policy applies to academic, educational, cocurricular, and off-campus conduct. Title IX/VAWA offenses include sexual harassment, rape and sexual assault, domestic violence, dating violence and stalking. Nightingale College will support and assist victims of sexual violence by directing them to community resources for medical care, counseling and to local law enforcement.

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, or immediate withdrawal from the College.

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

- independently contacting partner facilities without prior authorization;
- failure to follow directions from faculty, College staff or administration, or collaborators of clinical facilities unless following such directions will cause irreparable harm;
- possession of weapons or explosive materials on the College's Supervised On-Ground Field Experiential (SOFE) sites;
- 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 SOFE 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 SOFE site employee, or patient;
- disregarding safety requirements or regulations;
- performing any type of indecent act while on the premises of the College or any SOFE site;
- dressing inappropriately or lacking personal hygiene while engaged in any College-related activities;
- using electronic devices while engaged in learning activities for texting, games, or other non-course-related activity;
- leaving the experiential learnings sites during the assigned shifts;
- taking unauthorized leaves at any point during a semester-in-progress; and
- being overly fatigued during experiential learning sessions due to lack of rest.

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 advised 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 direct focused client care experiential learning 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 at SOFE sites or during any off-site College-related activities:

- Possession or use of alcohol, 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 or experiential 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, the learner 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 an experiential learning hub or site 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, SOFE site employee, 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.

Those who believe they are 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 or the designated academic program manager.

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 during experiential learning or exams. All phone calls must be made outside.

Food and Drink

Food and drinks are not allowed in to be consumed during experiential learning. Learners may not leave the experiential learnings sites during breaks.

Learners must abide by all policies set by the SOFE sites.

Use of Tobacco and Electronic Cigarettes

Smoking is not permitted within twenty-five (25) feet of any SOFE site 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 experiential learning.

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:

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

STANDARDS OF PROFESSIONAL CONDUCT AND PROCESS FOR DISPOSITIONAL DISCIPLINARY ACTION

The College has set forth principles, standards and rules regarding proficiencies, dispositions and professional practice expected of all learners and graduates. The section describes the process for disciplinary actions taken when a learner violates these principles, standards, and rules. Conduct unbecoming of a professional learner may constitute a valid reason for the faculty not to recommend a learner for experiential learning placement or academic program progression, licensure, or to recommend withdrawal of the learner from an academic program. Failure to adhere to the [Learner Code of Conduct](#) and [Academic Integrity](#) policies as outlined in this Catalog may result in disciplinary action up to and including withdrawal from the College in egregious instances.

Filing and Investigation of Concerns

A concern alleging a violation of the standards of professional conduct as outlined in the College Catalog may be submitted by a learner, counselor, faculty, staff member, experiential learning faculty member, or clinical agency personnel. All concerns must be submitted in writing to the Learner Advising and Life Resources (LALR) department who will form a Conduct Committee to investigate and make recommendations. All warnings and sanctions issued by the Conduct Committee will result in a concurrent investigation and possible sanctions from the College, based on the severity of the incident.

Learner Advising and Life Resources will categorize each concern according to the following rubric and notify the affected learner.

Course Integrity Level

A first-time violation of one (1) or more of the standards in the Learner Code of Conduct limited in impact to the course level. These are concerns that have not been moderated after the behavioral counseling process with faculty has taken place and the behavior persists.

Systematic Conduct Level (or Second Offenses)

A second violation or any violation deemed serious enough to impact multiple courses, an experiential learning site, or forms a threat to the College. Examples of serious violations resulting in a Systematic Level warning include, but are not limited to, gambling, repeated violations of the civility policy, technology or electronic device misuse, foul language, hygienic concerns, experiential site policy violations, and violations of the Learner Code of Conduct.

Endangerment Level

Learner behavior deemed to create an environment that endangers self or others. Examples of endangerment violations that result in disciplinary withdrawal include, but are not limited to, misrepresentation or falsification of information, physical or verbal abuse of patients or other persons, criminal misconduct, violations of patient confidentiality, abuse or misuse of personal property of others, patient neglect or abandonment, weapons, drug and alcohol, harassment, threatening, abuse or indecent action, and violations of the Learner Code of Conduct.

Academic Warnings

For all academic warnings issued by the College, the Learner Advising and Life Resources representative will issue an automatic and corresponding corrective action, called a Learner Success Plan, from the College according to policy. The College will investigate each concern within ten (10) business days to determine the appropriate actions to engage. A member of the Learner Advising and Life Resources team will contact

the affected learner by email to arrange a time to discuss each concern and attempt to resolve the behavior in effort to align the learner's conduct with the standards of professional conduct described in this code. If a learner fails to respond to this meeting request within three (3) business days, or if corrective behavioral changes cannot be agreed informally, the concern will become subject to corrective action.

Corrective Actions

The Learner Advising and Life Resources (LALR) department may (as applicable) work with the program administration to suspend the learner's experiential learning participation during the corrective action process after it is determined that there is sufficient evidence of one (1) or more violations of the standards of conduct described in this code. A record of all corrective actions will be placed in the learner's file. Learners must respond to warning notices from the Conduct Committee within three (3) business days indicating either their intent to complete any required corrective action, or to appeal the warning to the Appellate Committee, whose decision shall be considered final. Any learner who fails to respond to a warning notice will be subject to the next-level remediation process. Decisions made in response to an appeal shall be considered final. Learners will receive information regarding their rights connected to a Committee meeting in their invitation to appear communication. Records of concerns and corrective action will be maintained according to College policy regarding learner disciplinary records as well as applicable state and federal laws concerning maintenance and disclosure of learner information.

ACADEMIC INFORMATION

General Education Programmatic Outcomes

The College has developed General Education (GE) curriculum to assist every learner enrolled in undergraduate academic programs with achieving competency in each of the following eight (8) programmatic outcomes:

1. Written and Verbal Communication: Graduates will be able to choose effective language and a communication modality for a given scenario.
2. Evidence Based Practice: Graduates will be able to assess and predict current best practices and an effective course of action given a thorough evaluation of the available evidence.
3. Intentional Learning and Reflection: Graduates will be able to evaluate their thinking and appraise their current practices based toward quality improvement.
4. Decision Making and Judgement: Graduates will be able to reframe their thinking and discriminate effective from ineffective practices in a given scenario.
5. Teamwork and Collaboration: Graduates will be able to collaborate with internal and external teams effectively within a given scenario.
6. Quantitative Reasoning Skills: Graduates will be able to conclude accurately based on given evidence in a given scenario.
7. Human Ideals and Ethics: Graduates will be able to select an appropriate course of action given the complexities of a group in a given scenario.
8. Diversity and Engagement: Graduates will be able to facilitate a group of individuals and support effective initiatives in a given scenario.

For each of the programmatic outcomes (GE-POs), the performance benchmark is 70% competency.

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 academic discussions 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.

Learning Modalities Definitions in Prelicensure Nursing Programs

Grounded in the findings of the 2009 Carnegie Foundation National Study of Nursing Education, the design of the College's prelicensure nursing programs targets the development of the three (3) high-end apprenticeships: cognitive, practical, and ethical. The College's prelicensure nursing programs' curricula design provides for the lock-step scheduling of didactic, intervention skills, and virtual experiential learning activities, while allowing the on-ground components to be delivered at any point during a given course. Each of the College's prelicensure nursing programs' learning modalities is described below.

Online Didactic Learning

Didactic learning occurs online, is concept-based, and develops the cognitive apprenticeship, or the theoretical knowledge base required for practice.

- **Concept-Based Theory (CBT):** Conceptual learning is an educational method that centers on big-picture ideas and learning how to organize and categorize information. Unlike more traditional learning models which concentrate on the ability to recall specific facts, conceptual learning focuses on understanding of broader principles or ideas (concepts) that can be applied to a variety of specific situations. As opposed to utilizing rote memorization of facts and figures, conceptual learning engages learners in thinking critically about new subjects and situations, while continuously comparing and contrasting these to the previous encounters, and thus developing sound reasoning abilities.
- **Intervention Skill-Based Preparation (ISBP):** Conceptual learning that focuses on preparing the learner for participation in intervention skill-based learning.
- **Case-Based Preparation (CBP):** Conceptual learning that focuses on preparing the learner for participation in case-based experiential learning.
- **Direct Focused Client Care Preparation (DFCP):** Conceptual learning that focuses on preparing the learner for participation in direct focused client care experiential learning.

Remote Intervention Skills Learning

- **Intervention Skill-Based (ISB):** Builds proficiency in the “know-how” and “know-why” of competent clinical practice, while developing the practical apprenticeship. These experiences are conducted in a synchronous and asynchronous, remote environment through utilization of video conferencing technologies and course-specific skills kits, which allow for the acquisition of psychomotor, communication, teaching, advocacy, coaching, and interpersonal skills.

Experiential Learning

Experiential learning (EL) involves the application of previously studied theories and skills and is targeted toward the development of sound clinical reasoning and strong ethical comportment, the third high-end apprenticeship. EL occurs in both simulated and live clinical environments, at an approximately 50/50 ratio, and is divided between online experiential learning and on-ground supervised field experiences.

Virtual Experiential Learning

Virtual Case-Based Client Care (VCBC): Provides learners with an authentic experience for the application of previously studied theories and skills to develop clinical reasoning in a virtual, simulated clinical environment under the supervision of faculty. The assigned focus for a care experience allows the learner to apply skills and clinical reasoning to client care. Learners learn to establish and nurture the clinician-client relationship and integrate the ethics of caring for individuals, while continuing to develop sound clinical reasoning.

On-Ground Supervised Field Experiences

- **Direct Focused Client Care (DFC):** Provides learners with an authentic experience for the application of previously studied theories and skills to develop clinical reasoning in a live, on-ground clinical environment and healthcare facility under supervision of faculty. The assigned focus for a care experience allows the learner to apply skills and clinical reasoning to client care.

Learners learn to establish and nurture the clinician-client relationship and integrate the ethics of caring for individuals, while continuing to develop sound clinical reasoning.

- **Integrative Practicum (IP):** Provides opportunity for the learner to apply all elements of prior learning in authentic clinical practice situations, while beginning the transition into practice. Rather than being assigned to a client, the learner works directly with a practicing clinician to provide client care under their direction and supervision. The learner integrates knowledge, clinical reasoning, and program competencies while providing client care and assimilating into the practitioner role in an organizational environment.

Learning Modalities Definitions in Post-Licensure and Graduate Nursing Programs

Didactic Learning

Didactic learning occurs online and is concept-based.

- **Concept-Based Theory (CBT):** Conceptual learning is an educational method that centers on big-picture ideas and learning how to organize and categorize information. Unlike more traditional learning models which concentrate on the ability to recall specific facts, conceptual learning focuses on understanding of broader principles or ideas (concepts) that can be applied to a variety of specific situations. As opposed to utilizing rote memorization of facts and figures, conceptual learning engages learners in thinking critically about new subjects and situations, while continuously comparing and contrasting these to the previous encounters, and thus developing sound reasoning abilities.
- **Field Experience (FE):** Though not classified as experiential learning contact hours in the curriculum plans, field experience courses include community- or practice-based application of previous acquired knowledge and skills and require submission of written assignments based on this application.

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. Designated academic managers, faculty, Academic Advisors, and Learner Advising and Life Resources Advisors are responsible for administering the relevant portions of the Academic Success Plan while inviting the learner to participate in the formulation of the individualized Plan.

The Academic Success Plan is designed to:

- 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.

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

- A variety of NCLEX-RN® preparatory activities will be delivered in stages, throughout the entire pre-licensure academic program.
- Prior to graduation, all learners must successfully complete the prescribed NCLEX-RN® Review course.
- All learners must engage with the NCLEX Success Coach, provided by the College at no additional cost, prior to applying for licensure and testing.

The Standardized RN Exit Exam is a predictor of success on the NCLEX-RN® exam and will assist learners in preparation for RN licensure examination.

Late Coursework

Learners may submit late assignments up to two (2) weeks after the original due date/time for partial credit. For each of the first two (2) weeks an assignment is late, 10% will be deducted from the total earned grade. The full 10% deduction will apply immediately following the due date and time, with the second 10% deduction applied exactly 168 hours thereafter.

If an assignment is not submitted within two (2) weeks of the original due date/time, the learner will receive a zero (0) score for that assignment but will still be required to satisfactorily complete the assignment by the end of the academic semester in order not to automatically fail the course. If any assignment is not completed before the end of the academic semester, an automatic “F” grade will be assigned for the course and the learner will be required to pay for and re-take the course.

Any academic work that is submitted beyond the 2-week grace period will still require remediation if the quality of the submission is below the acceptable level. However, the score for the assignment will remain at zero (0) following remediation. Failure to complete the faculty-prescribed remediation on late coursework will result in an automatic course failure and the need to pay for and retake the course. To pass a course, all required graded learning activities and evaluations, and the corresponding remediation must be completed before the last day of the academic semester. All other current remediation requirements, as outlined in this Catalog and course syllabi, apply.

Direct Focused Client Care and Integrative Practicum Experiential Learning

Direct focused client care and integrative practicum experiential learning are integral to successful completion of a pre-licensure academic program. These experiences provide the learner with the opportunity to observe and apply the essential nursing knowledge and skills as well as develop sound clinical reasoning. Specific learning objectives and outcomes dictate which types of experiential learning sites are selected for direct focused client care experiential learning. Every direct focused client care experiential learning session in a pre-licensure program is concept-based and carries specific learning outcomes. Learners must successfully complete the direct focused client care and/or integrative practicum

experiential learning to receive a passing grade in each course with these learning components. Learners do not receive any compensation for direct focused client care or integrative practicum experiential learning and are not allowed to accept tips or gifts.

The College contracts with multiple health care agencies to provide opportunities for on-ground direct focused client care and integrative practicum experiential learning. The agencies may be located both near to and significantly away from a learner's residence. Learners are responsible for providing reliable transportation to attend the required on-ground direct focused client care and integrative practicum experiential learning sessions. Depending on the distance, learners may need to stay overnight at a hotel near the assigned direct focused client care experiential learning site. Learners are responsible for all expenses associated with transportation, lodging, and meals in conjunction with on-ground direct focused client care and integrative practicum experiential learning.

Certain direct focused client care and integrative practicum experiential learning sites may require additional drug screenings, immunizations, and/or background checks. Learners are responsible for paying for and completing the additional requirements prior to participating in experiential learning at these sites.

Experiential Learning Schedules

The College creates experiential learning schedules in partnership with health care agencies and, therefore, does not have full control over the schedules, which are subject to multiple externalities. The College cannot guarantee the times or days, particular faculty, or placement in a specific experiential learning site or remote session for direct focused client care or integrative practicum experiential learning. Experiential learning may be scheduled during nights and weekends. No experiential learning activities are scheduled during the first week of an academic semester; however, facility-specific orientations may be scheduled. Learners will receive EL schedules for the first two (2) weeks of an academic semester on the first day of that semester. Learners will receive EL schedules for Weeks 3-6 by the end of the first week of an academic semester. The remainder of the EL schedules for the semester will be provided by the end of Week 4 for SOFE-based learners. The remote BSN learners will receive the virtual EL schedules for the remainder of the semester by the end of Week 4 and the on-ground EL schedules by the end of Week 9 of an academic semester.

HIPAA Requirements for Learners

All institutions in health care must comply with the federal regulations of The Administration Simplification Subtitle of the Health Insurance Portability and Accountability Act of 1996 (HIPAA). This Act requires that individually identifiable patient information be disclosed on a need to know basis only. Care must be taken to minimize incidental disclosures and must disclose only minimal amounts of information necessary to accomplish the task. The minimum disclosure standard, however, does not apply to requests for information by a healthcare provider for treatment purposes. For example, if someone must administer a medication, he or she will have full access to the medical record. This is covered by the patient's consent for treatment. To protect patient/client privacy, all personally identifying information must be removed from learner papers, such as care plans and case studies. Information to be removed includes the individual's name, initials, address, phone number, fax number, and social security number. Learner papers may not be copied for careless circulation and handling. These written documents containing private health information must be either carefully stored or shredded to prevent the circulation of confidential patient information. Confidentiality and privacy also extend to oral communications which extend beyond the need to know for treatment and/or educational purposes. Clinical agencies are also mandated to follow HIPAA regulations. Learners will therefore be required to meet any and all of the clinical agency's requirements as part of the clinical affiliation.

HIPAA is a Federal law. Penalties for wrongful disclosure range from fines and/or imprisonment.

Academic Testing

All academic testing is performed through remote proctoring. For more information, contact the Learner Support Services.

Discussion Participation Policy

Nightingale College's academic week runs from Monday at 12:00 am MST to Sunday at 11:59 pm MST. All assignments for the week are due within the academic week in which they are assigned, unless otherwise specified. While discussion boards specific participation requirements may vary at the discretion of faculty, all discussion requirements must be submitted by the close of the academic week in which they are assigned.

Grading System and Grading Scale

A "C" grade is required to pass a course. Satisfactory completion of all required graded learning activities and evaluations is mandatory in order to earn a passing grade in a course. A score of 80% or higher is compulsory on all required graded assignments and evaluations in all courses.

Completion of the mandatory, faculty-prescribed remediation is compulsory for all required graded learning activities and evaluations where an 80% score has not been achieved. Should the mandatory, faculty-prescribed remediation not be completed, a zero (0) score will be assigned on the corresponding assignment or evaluation. Remediation is designed to enhance the learner's content knowledge, and ensure every learner maintains a minimum of 80% competency in all academic content. Remediation is not intended to improve grades but rather learners' proficiency in the required content.

To pass a course, all required graded learning activities and evaluations and the corresponding remediation must be completed before the last day of the academic semester. Failure to complete any required learning activity may prevent learners' progression to the next level of or graduation from an academic program. Any course with a failing grade must be repeated. If the course is a prerequisite for a higher-level course, it must be completed before progressing in the academic program.

Grading Table

Letter Grade	Grade Percentage	Grade Points
A	93-100%	4.0
A-	90-92%	3.7
B+	87-89%	3.3
B	83-86%	3.0
B-	80-82%	2.7
C+	77-79%	2.3
C	73-76%	2.0
C-	70-72%	1.7
D+	67-69%	1.3
D	63-66%	1.0
D-	60-62%	0.7
F	0-59%	0.0

Letter Status	Grade Points
AU	N/A
I, IA, IR	N/A
L	N/A
W	N/A
R	N/A

Note: Grading is based on rounded percentages as follows: decimals below .50 are rounded down to the full percentage point; decimals equal to or above .50 are rounded up to the full percentage point.

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 an academic semester or if additional and/or extensive remediation is required after the end of an academic semester. If

a learner fails to complete the required coursework by the end of the academic semester, or if additional remediation is required, and reasonably believes that, with additional time, all requirements can be met, the learner may request an Incomplete status from the course instructor. The decision to grant this request is at the discretion of the instructor. The course instructor may also initiate the assignment of the “I” status. When an Incomplete status is granted, the learner must agree in writing on the instructor’s stipulations for the make-up and/or remedial work. The Incomplete status may not extend beyond the end of the following academic semester. When all required make-up and/or remedial work is completed in a satisfactory manner and within the allowed timeframe, the instructor will request that the Incomplete status change to the letter grade earned. Failure to complete the required work within the allowed timeframe will result in a failure of the course and the Incomplete status will be changed to an “F” grade.

IA – Incomplete, Audit – is applicable only for nursing courses with HESI exams and automatically recorded when the HESI exam score is below 750 and the learner has not exhausted the modified progression opportunities (see the [Lower-Division Nursing Core Courses with HESI Requirement and Modified Program Progression](#) section of this Catalog). In order to enroll in the modified progression course audit, the learner must pay the applicable course audit fee. The “IA” status may not extend beyond the end of the following academic semester. When all required coursework in the full course audit is completed in a satisfactory manner and within the allowed timeframe, the instructor will request that the “IA” status change to the letter grade earned. Failure to complete the required coursework within the allowed timeframe will result in a failure of the course and the “IA” status will be changed to an “F” grade and the learner will be required to pay for and repeat the course.

IR – Incomplete, Remediation – is applicable only for nursing courses with HESI exams and automatically recorded when the HESI exam score is between 750 and 849, and the learner has not exhausted the modified progression opportunities (see the [Lower-Division Nursing Core Courses with HESI Requirement and Modified Program Progression](#) section of this Catalog). The make-up/remedial work will not change the originally earned grade. The “IR” status cannot extend beyond the add/drop period of the following academic semester. When all required remedial work is completed in a satisfactory manner and within the allowed timeframe, the instructor will request that the “IR” status change to the letter grade earned. Failure to complete the required remedial work within the allowed timeframe will result in a failure of the course and the “IR” status will be changed to an “F” grade and the learner will be required to pay for and repeat the course.

L – Leave – is recorded when a learner takes an approved Leave of Absence before completing the required coursework for the academic 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 but before the beginning of Week Nine in any academic semester. Withdrawals have no effect on GPA; however, course credits will be considered as attempted but not completed for calculating the maximum time frame and course completion rate portions of SAP. If a learner withdraws from a course in or after Week Nine of any academic semester, an “F” grade will be recorded in the course.

WF – Withdrawal/Fail – is recorded when learners are placed on disciplinary suspension during an academic semester in progress. The “WF” grade will affect the learner's GPA and SAP in the same manner as an “F” grade.

R – Repeat – replaces the grade in the previous attempts when a course is repeated. The new grade is used

in GPA calculation. All attempts count toward the maximum time frame (150%) for program completion.

TC – Transfer Credit – is recorded when the requested transfer credits have been approved. In order to receive credit, an official transcript must be requested by the learner directly from the institution attended. Specific grades for courses transferred from another institution are not recorded. For more information see [Transfer of Credit](#) section of the Catalog.

Lower-Division Nursing Core Courses with HESI Requirement and Modified Program Progression

A score of 850 on all lower-division nursing core HESI exams is the minimum acceptable for uninterrupted program progression. In order to progress in an academic program and/or graduate in a timely manner, according to the original program plan, learners must achieve a score of 850 or better on all HESI exams in courses with experiential learning components. Learners will have up to two (2) attempts on each HESI exam. Once a learner achieves a passing score on a HESI exam, no further attempts will be granted. If the learner is not successful in achieving a score of 850 after the first and second attempts on a HESI exam, the learner will be granted an “I” (Incomplete) in the course and program progression may be modified. All learners subject to modified program progression must complete a faculty-prescribed customized remediation plan during the following semester, which may include any combination of didactic and/or experiential learning up to a full course audit (audit fee applies, see the corresponding sections of the Catalog). Should the learner fail to complete the faculty-prescribed customized remediation plan within the following semester, the “I” (Incomplete) grade will be changed to an “F”. Upon successful completion of the prescribed customized remediation plan, the learner will receive the originally earned course grade. If the learner’s prescribed customized remediation plan includes the full course audit, the learner’s highest HESI score will be used in grade calculation and the “I” (Incomplete) grade will be resolved with the corresponding, newly earned grade.

Learners who do not achieve a HESI score of 750 after two (2) attempts will be mandated to enroll in the corresponding full-course audit. The full-course audit requires completion of all experiential learning (EL) and didactic assignments and evaluations, along with benchmarks and skills pass-offs, if applicable. Previously submitted coursework may not be reused. Modified progression applies to courses with EL components:

HESI Score Achieved	Remediation Required	Length of Remediation
<750	Full course audit with individualized Elsevier remediation	Full semester
≥750-849	Individualized Elsevier remediation-submitted and verified by faculty	Through the end of the following add/drop period
850-899*	Faculty prescribed remediation	One week
900>*	Remediation is recommended	N/A

*Does not modify program progression

Note: Learners who are required to enroll in a full-course audit must successfully complete the audit prior

to enrolling in courses for which the audit course is a prerequisite.

Note: Learners may take advantage of the modified program progression only three (3) times during enrollment in a bachelor's degree nursing program. The modified progression count is based on semesters and not individual HESI exams. Learners who have exhausted the available modified program progression and do not achieve a passing score on a future HESI exam, will receive an "F" grade in the course and must pay for, repeat and pass the course in order to progress in the academic program.

Appeal for Grade Change

Appeal for grade change must be initiated by the learner with the individual course instructor, whose decision is final, unless the appeal alleges discrimination or harassment. Grade appeals based on work submitted, course participation, or a calculation error must be resolved solely by the individual instructor, whose decision is final. If a learner alleges discrimination or harassment by the instructor, the learner may appeal to the designated academic manager by submitting a letter detailing the reasons for the grade change request and rationale for the appeal. The written appeal must be submitted by the end of business on the first day of the following academic semester, if the resulting grade change could affect the learner's ability to progress in the program, or by the end of the following academic semester, if the resulting grade change would not affect the learner's ability to progress. The designated academic manager will facilitate forming a 3-member appeal panel to examine the learner's and the instructor's records and details of the appeal. The designated academic manager will render the final decision based on the recommendation of the panel. The decision issued by the designated academic manager is not further appealable within the College. Neither the College President nor any of its officers are authorized to override faculty's academic decisions, unless violations of the College's non-discrimination policies have occurred.

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 designated academic 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 Advising and Life Resource (LALR) 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 academic semester.

Adjudication

In academic matters, the decision of the designated academic manager is considered final. The decision issued by the designated academic manager is not further appealable within the College. Neither the College President nor any of its officers are authorized to override faculty's academic decisions, unless violations of the College's non-discrimination policies have occurred.

Transfer between Academic Programs

Qualified learners may transfer between academic programs at the College one (1) time during enrollment.

Transfers between academic programs must be completed between academic semesters and may not occur after a semester has begun.

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 undergraduate academic programs or 3.0 GPA in the graduate academic programs;
- fulfill all general education requirements, if applicable;
- successfully complete all prescribed remediation, if applicable;
- complete the complimentary NCLEX® Review course and the required NCLEX® coaching (pre-licensure nursing programs only);
- 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 Transcript Clearance process.

Academic Honors

The President's Honor Roll

The President's Honor Roll recognizes full-time learners who have completed any academic semester with a 3.90 or better grade point average.

The Honor Roll

The Honor Roll recognizes full-time learners who have completed any academic semester with a 3.65-3.89 grade point average.

Graduation with Honors

A learner who achieves a 3.65, 3.80, and 3.90 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 a graduating cohort is recognized and is invited to speak as the Cohort's Valedictorian at the commencement ceremony.

Academic Appeals

Learners have the right to appeal Satisfactory Academic Progress (SAP) determination, academic probation, 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 to the designated academic manager. The designated academic manager will convene an appeals panel and respond to the learner within ten (10) business days of the receipt of the appeal letter. The decision issued by the designated academic manager is not further appealable within the College. Neither the College President nor any of its officers are authorized to override faculty's academic decisions, unless violations of the College's non-discrimination policies have occurred.

Note: Learners who have been withdrawn from the College following fourteen (14) calendar days of non-attendance may appeal to be reinstated in the following semester and must pay for and repeat the courses attempted, prior to withdrawal in their entirety.

Disciplinary Suspension

When a learner has been found in violation of either the Learner Code of Conduct or the Academic Integrity Policies, a learner may be placed on Disciplinary Suspension, withdrawn from all current courses, receive “WF” grades in all courses for that academic semester. The learner may return the following academic semester, repeating all failed courses, with an academic warning recorded.

Withdrawal from the College

Learners who decide to withdraw from the College must initiate the process by completing a withdrawal form, which may be obtained from the Registrar and requires various approvals. 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 readmission should be considered. Should a new admission be granted, all then current enrollment terms, including tuition charges and Catalog version, will apply.

Readmission of Servicemembers

Any learner who cannot attend the academic program due to military service has an option of utilizing the College’s LOA policy, if the length of the military leave is 180 days or less (see [Leave of Absence](#) section of the Catalog). If the military leave extends beyond 180 days, the College will readmit a servicemember with the same academic status as the learner had when last attending the academic program or accepted for admission.

The learner must notify the College of the military service and intention to return to school as follows:

- Notification of military service. The learner (or an appropriate officer of the armed forces or official of the Department of Defense) must give oral or written notice of such service to the College as far in advance as is reasonable under the circumstances. This notice does not have to indicate whether the learner intends to return to the College and is not subject to any rule of timeliness. Alternatively, at the time of readmission, the learner may submit an attestation of military service that necessitated the learner’s absence from the College. No notice is required if precluded by military necessity, such as service in operations that are classified or would be compromised by such notice.
- Notification of intent to return to school. The learner must also give oral or written notice of intent to return to the academic program within three (3) years after the completion of the period of service. A learner who is hospitalized or convalescing due to an illness or injury incurred or aggravated during the performance of service must notify the College within two (2) years after the end of the period needed for recovery from the illness or injury. A learner who fails to apply for readmission within these periods does not automatically forfeit eligibility for readmission but is subject to the College’s established Leave of Absence (LOA) policy and general practices. The College will promptly readmit the learner into the next semester in the academic program beginning after the learner provides notice of intent to reenroll, unless the learner requests a later date or unusual circumstances require the College to admit the learner at a later date. The College will admit the learner with the same academic status, which means
 - to the same academic program to which the learner was last admitted or, if that exact academic program is no longer offered, the academic program that is most similar to that program, unless the learner chooses a different program;
 - at the same enrollment status, unless the learner wants to enroll at a different enrollment

- status;
- with the same number of credit hours or clock hours previously completed, unless the learner is readmitted to a different academic program to which the completed credit hours or clock hours are not transferable, and
- with the same academic standing (e.g., with the same Satisfactory Academic Progress status) the learner previously had.

If the learner is readmitted to the same academic program, for the first academic year in which the learner returns, the College will assess the tuition and fee charges that the learner was or would have been assessed for the academic year during which the learner left the College. However, if the learner's veteran's education benefits or other servicemember education benefits will pay the higher tuition and fee charges that other learners in the academic program are paying for the year, the College will assess those charges to the learner as well. If the learner is admitted to a different academic program, and for subsequent academic years for a learner admitted to the same program, the College will assess no more than the tuition and fee charges that other learners in the academic program are assessed for that academic year. The cumulative length of the absence and of all previous absences from the school for military service may not exceed five (5) years. Only the time the learner spends actually performing service is counted.

SATISFACTORY ACADEMIC PROGRESS POLICY

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

Maximum Time Frame

Each learner must successfully complete the educational objectives of the academic program 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. For more information, refer to the [Grading System and Grading Scale](#) section of this Catalog. 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 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. To avoid being placed on academic probation, a learner must achieve a cumulative grade point average of 2.0 at the end of each academic semester.

Academic Probation under SAP

At the end of each academic 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 learner is meeting the SAP requirements or have violated the terms of the probation and, therefore is withdrawn from the academic program. However, undergraduate learners must achieve a 2.0 and graduate learners must achieve a 3.0 cumulative GPA to graduate. Learners must participate in academic advising with the assigned Learner Advising and Life Resource (LALR) Advisor and meet predetermined objectives for the duration of the probationary period. See [Federal Student Aid and Satisfactory Academic Progress](#) section of this Catalog for information regarding SAP’s influence on Title IV eligibility.

In addition to the academic probation, learners receiving Title IV Federal Student Aid will be also placed on an automatic financial aid warning; or probation, following a successful appeal. Refer to [Federal Student Aid and Satisfactory Academic Progress](#) section 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, 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 academic work or evaluations;
- 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 didactic or experiential learning 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 copying 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

SOFÉ site;

- Making copies of course materials without approval from the instructor;
- Using any type of recording devices to capture learning activities or academic evaluations in distance or on-ground learning environments without authorization; and
- Violating any faculty instruction or College policies.

ATTENDANCE POLICY

Learners are expected to attend all scheduled online and on-ground didactic and experiential learning activities, as applicable, and participate in all required graded learning activities and evaluations. Regardless of whether learners attended or missed a course session, they are responsible for meeting all learning outcomes and assignment submission deadlines. To matriculate in a course, learners must earn at least one (1) week of attendance during the add/drop period. Learners who do not earn at least one (1) week of attendance during the add/drop period will be automatically withdrawn from the course.

Learners are required to earn didactic attendance credit for a minimum of thirteen (13) academic weeks per semester and, if applicable, attend experiential learning sessions, as described below, 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. In alignment with the U.S. Department of Education regulations, Nightingale College recognizes the following as acceptable evidence of online academic engagement and attendance:

- Attendance in a synchronous class activity where there is opportunity for interaction between the faculty and the learner;
- Learner submission of an academic assignment;
- Learner submission of an assessment or exam;
- Learner participation in an interactive online tutorial;
- Learner participation in an online discussion forum;
- Communication between learner and faculty regarding course content or learning outcomes-related academic matters.

Academic engagement and attendance in an online course do **not** include:

- Logging into an online course(s) without active participation;
- Participating in academic counseling or advisement with learner support or library services;
- Communicating with faculty or any other College personnel on matters unrelated to course content or learning outcomes.

Learners are expected to engage in online learning activities for a minimum number of hours denoted in the course syllabus. 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.

Experiential Learning

Attendance in scheduled experiential learning (EL) sessions 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 a direct focused client care experiential learning session by attending preconference fifteen (15) minutes prior to the scheduled beginning of the session. The learner must be ready to begin an experiential learning session by the scheduled start time and prepared as outlined in the course syllabus and the LMS. 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 fifteen (15) minutes early will be considered an absence.

Experiential learning sessions may be scheduled during days, nights, weekdays, and weekends. Each

experiential learning session is graded. Learners who miss a scheduled session in a given academic semester may be allowed to attend a scheduled make-up session after paying the make-up fee. The make-up experiential learning sessions are not guaranteed and may occur after the end of the academic semester based on experiential learning site availability, and therefore, could delay progress in the academic program or graduation. Make-up experiential learning activities must be requested by contacting Nursing Education Services' (NES) schedule support. NES schedule support is the only function authorized to create, modify, and communicate EL schedules and make-up activities. The learner is responsible for notifying the experiential learning instructor of any absence prior to the scheduled session. If the learner does not notify the College of the absence at least one (1) hour prior to the start of an experiential learning session, the learner will be charged an additional \$100 Failure to Notify of Absence Fee. The third (3rd) cumulative experiential learning absence in a course may result in the learner receiving a failing grade in the course and being required to pay for and retake the course. Under certain extenuating circumstances, the designated academic manager may approve learners with excessive experiential learning absences for a Leave of Absence (LOA) in lieu of earning a failing grade or withdrawing from the course.

Note: Make-up fee does not apply for absences due to COVID-19. Learners must provide acceptable documentation.

COMPUTER AND TECHNOLOGY REQUIREMENTS

A laptop or desktop with wireless capability and Internet access is required for participating in online learning activities and completing course requirements. Although tablets and smartphones may be used, some required learning applications are not compatible with certain devices. Learners are responsible for ensuring that the computer or laptop meets the minimum technical requirements specified below. The College does not provide application support, apart from the College's native app, for tablets or smartphones, nor technical support for any hardware issues.

Operating System;

- Microsoft Windows 10 or newer (recommended) or Mac OS X 10.10 and newer;
- 2.4 GHz or faster processor;
- 8 GB or more of RAM;
- 250 GB or more hard drive.

Browser:

- Google Chrome (latest version).

Internet Connection:

- High speed connection (DSL, Cable, Fiber Optic);
- For proctored testing, internet speed must be 2.0 Mbps download and upload;
- Internet speed can be checked at: <https://www.speedtest.net/>.

Other:

- Functioning web cam, microphone & speakers or headset.

Note: Smartphones, tablets, and Chromebooks are not recommended as the main device. Contact the device's vendor or manufacturer for hardware support.

LEARNER LIFE

Learner Orientation

The College requires all learners to complete mandatory orientation consisting of online and on-ground components. The mandatory 4-week College Readiness Online Seminar (CROS) must be completed prior to the start of the first academic semester of enrollment. A mandatory, synchronous online orientation seminar is required for all new learners on the first day of enrollment. The orientation seminar is broadcast online and includes several quizzes to capture attendance and participation. For learners transitioning from general education to lower-division nursing core courses, site specific orientation is scheduled prior to the first day of experiential learning activities at the assigned Supervised On-Ground Field Experiential (SOFE) sites. The orientation familiarizes the learner with College policies and procedures, including the Catalog, learner's rights and responsibilities, technology (learning management system, virtual library, online learner portal, etc.), 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

All pre-licensure learners must obtain a minimum of two (2) sets of College-authorized uniforms prior to the first experiential learning session. The College-authorized uniform must be worn in all experiential learning settings and must be neatly laundered and ironed. Untidy clothing will not be permitted at any time. Clothing that is provocative or contains obscene messages or images as well as excessive jewelry are also not permitted.

Note: Several health care agencies, at which the College offers experiential learning, require a specific uniform while enrolled in certain courses. Learners assigned to these sites will be provided an additional set of uniforms and the charges denoted in the corresponding Tuition and Fees section of this Catalog will be assessed to the learners' accounts.

Learner Advising and Life Resources (LALR)

Learner Advising and Life Resources (LALR) function assists learners in their academic career and supports them through any barriers that may arise during the educational journey. LALR provides the following types of advising:

- Academic Success Plans;
- Navigating the College and its functions;
- Study skills and academic resources;
- Referral to tutoring and APA resources;
- Time management and study schedules;
- Status and enrollment changes;
- Program plans and schedules;
- Navigating life barriers.

LALR also offers referrals to outside resources, including, but not limited to:

- 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;
- LGBTQ resources;
- Higher Ed Employee Assistance Program (EAP).

Learner, Career and Alumni Services (LCAS)

Learner, Career and Alumni Service (LCAS) function offers placement assistance, career-focused professional development, graduation, transcript clearance process and other services, including

- placement assistance; individualized job search, employment opportunities;
- networking events for alumni, learners, community partners, etc.;
- collaboration with NCLEX coaching and preparation;
- commencement ceremony;
- professional development including interviewing skills, résumé building and networking strategies; and
- community fellowship award and other learner & Alumni special awards and events.

Identification Badge

Learners are required to wear the College-issued identification badge while at SOFE sites.

Tutoring

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

Learner Ambassadors

Every level of an academic program is represented by Learner Ambassadors, who are elected from among peers and meet regularly to discuss matters of learner interests and needs, plan learner events as well as participate on the academic program Advisory Board.

Learner Housing

The College does not offer 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 some direct focused client care experiential learning sessions, which may impede progress in a pre-licensure academic program. Learners are covered under the College's liability insurance policy while at a SOFE site.

Commencement Ceremony

The College holds a commencement ceremony within five (5) calendar weeks after the completion of each learner cohort's course of study. Commencement ceremony dates are listed in the [Academic Calendar](#) section of this Catalog and are nonnegotiable. Learners who participate in the commencement ceremony will receive a complimentary Nightingale College pin and honor cords as awarded. Learners who do not participate in the commencement ceremony may request a Nightingale College pin, diploma covers and nursing lamp for the cost of shipping, within four (4) weeks after scheduled commencement. Honor cords are not available post commencement. Participation in the commencement ceremony does not imply official graduation from the College. Graduation is the completion of all degree requirements as recorded

on the official transcript. Commencement is the voluntary ceremony that celebrates the completion of a degree program. 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 graduation requirements; however, degrees will not be conferred, nor official transcripts or diplomas issued until all graduation requirements are met.

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. Learners residing in the aforementioned states or territories must request a voter registration form from their state election office, the listing of which is available at: http://www.eac.gov/voter_resources/register_to_vote.aspx.

Learners can also register by mail, online, or in-person at their local election offices, the listing of which is available 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 and activities.

Community Fellowship Program

The Community Fellow designation is bestowed upon learners who actively contribute to and support the local community through volunteer service. To qualify, learners must complete a minimum of twelve (12) volunteer hours per academic semester in charitable health care 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 the designated Nursing Education Services coordinator. Community Fellows are recognized during commencement ceremonies.

Supplemental Learning Resources

The College offers various resources to support learning. A full-time librarian is available to assist learners with research projects, navigating online databases, and support for the learning management systems and other technologies.

Learners are offered access to the online writing center and Library and Information Resource Network (LIRN), which includes EBSCO Host, ProQuest, Infotrac, and other research databases. LIRN is designed to support nursing and general education studies. LIRN databases feature online books, periodicals, magazines, posters, dissertations, theses, medical charts, and other resources.

Learners have access to the CINAHL Database, which provides indexing of the top nursing and allied health literature. Literature from the CINAHL Database includes publications from sources such as the National League for Nursing and the American Nurses Association.

Interlibrary loan services are available to all learners upon request.

PRE-LICENSURE NURSING PROGRAMS INFORMATION AND POLICIES

Pre-Licensure Nursing Programs Administration, Faculty, and Staff

The College employs faculty who facilitate learning via various distance and on-ground education delivery methodologies, and staff who provide learner support.

See the [Officers, Management, and Staff Catalog Insert](#) for comprehensive lists of administration, faculty, and staff.

Acceptance Notification and Matriculation Requirements

The Registrar or designee evaluates all complete applications and offers written acceptance to the qualified applicants. Learners are considered conditionally accepted and/or enrolled until all matriculation requirements are met.

Upon receiving the letter of acceptance, the applicant must complete the following matriculation requirements within four (4) academic weeks. Instructions for completing these requirements 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, 175 South Main Street, Suite 400, Salt Lake City, Utah 84111. 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 (prior to enrollment).

In order to matriculate into any academic program, all new learners must complete the mandatory 4-week College Readiness Online Seminar (CROS). Failure to complete the CROS will result in the rescindment of the academic program acceptance and enrollment. The scheduled dates for the mandatory College Readiness Online Seminar are published in the [Academic Calendar](#) section of the College Catalog.

In order to matriculate into any pre-licensure nursing degree program, all advanced placement LPN/LVN learners as well as learners requesting transfer of Pharmacology academic credit must successfully complete the prescribed Medical Dosage Calculation (MDC) self-paced, non-facilitated online course and pass all MDC quizzes at 100% by the Friday before the semester start date. Learners are limited to three (3) attempts to pass each of the quizzes. The MDC course is available to all prospective and current learners by requesting access from the Admissions Advisor. Learners who fail to pass all MDC course quizzes must enroll in the corresponding Pharmacology course and their enrollment into lower-division nursing core courses with experiential learning components will be postponed until successful completion of the Pharmacology course.

Learner Credentialing

Learners must complete the following additional matriculation requirements by the first day of the academic semester which includes the learner's first course with the Supervised On-ground Field Experience (SOFE) components:

1. Provide the required immunization and medical screening records. Instructions for these items will be provided with the enrollment acceptance letter and must be submitted to the College's third-party vendor (currently, Complio). Learners are responsible for contacting the third-party

vendor and creating an account for submission of credentialing documents. The learner is responsible for initiating the background check and drug screen processes through the third-party vendor once instructions are received from the College's Credentialing Support function. The College's staff are unable to assist learners with completing this process.

2. Provide a current American Heart Association CPR card with BLS Healthcare Provider certification. CPR certification must be at the health care provider level and must include an in-person component. Online only certifications will not be accepted.
3. Pay for, complete and pass a criminal background check within 60 days prior to the first day of the academic semester which includes the learner's first course with the Supervised On-ground Field Experience (SOFE) components. *Note: Certain SOFE sites may require additional background checks.*
4. Pay for, complete and pass a 10-panel drug screening within 60 days prior to the first day of the academic semester which includes the learner's first course with the Supervised On-ground Field Experience (SOFE) components.

Note: Enrolled learners will be classified as non-matriculated until all of the matriculation requirements are met. Failure to meet the requirements by the specified deadlines 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.

Required Immunizations

- **Tuberculosis (TB) skin test** –Learners must complete an initial 2-step PPD skin test within 6 months of the first day of the academic semester which includes the learner's first course with the Supervised On-ground Field Experience (SOFE) components. After the initial 2-step PPD skin test with negative results, yearly 1-step PPD skin tests are required. Some clinical facilities require additional 2-step PPD skin tests or the QuantiFERON®-TB Gold In-Tube (QFT-G). The College will inform learners attending those facilities of the need for this specific test. A QuantiFERON®-TB Gold test may also be used in place of the initial 2-step PPD and/or annual 1-step PPD skin test and will be considered valid for 5 years from read date. If the learner has a positive result, history of a prior positive result or received a BCG vaccination in the past, a proof of a negative chest X-ray, performed within the last six (6) months, and a clearance letter on official letterhead from a physician, are required. Chest X-Rays performed for a positive PPD test will be honored for 5 years from read date.
- **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 seasonal influenza (flu) vaccinations are required. Must be completed between September 1st and November 30th each year; documentation must specify current season to be accepted.
- **COVID-19** – Proof of immunization is required to participate in any Supervised On-ground Field Experiences (SOFE), beginning in the Summer 2021 semester.
- **Hepatitis B** – Completed 2 or 3-dose immunization series *and* proof of immunity (serologic titer). If beginning the HepB series, the learner must have evidence of the first dose prior to the first day of the academic semester which includes the learner's first course with the Supervised On-ground Field Experience (SOFE) components and complete the series and proof of immunity (serologic titer) by the end of the second academic semester which includes courses with the

Supervised On-ground Field Experience (SOFE) components. *Learners must remain on schedule with dosing to attend Supervised On-ground Field Experiences (SOFE).* Learners who do not develop immunity to Hepatitis B following two immunization series (confirmed with documentation of both series and two negative serologic titers), must sign a waiver in order to continue enrollment in the pre-licensure Program.

Note: Some Supervised On-ground Field Experiences (SOFE) sites may not accept the waiver, hence preventing the learner from continuing enrollment in the Program.

- **Tetanus, diphtheria, and pertussis (Tdap)** – Proof of completed childhood 3-dose immunization series, if available, and a Tdap (Tetanus, diphtheria, acellular pertussis) booster within the last ten (10) years; this must be renewed every 10 years. Some *Supervised On-ground Field Experiences (SOFE)* sites may require titers as well.

Note: In the interest of public safety, no immunization waivers will be granted for any reason, other than as described above. Failure to comply with the above requirements may jeopardize the learner's ability to attend Supervised On-ground Field Experiences (SOFE) and prevent continued enrollment in the Program. Instructions for completing immunization requirements will be provided with the enrollment acceptance letter.

Late Enrollment

Qualified learners may be permitted to enroll in an academic program during the two-week add/drop period at the beginning of each academic 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 (1) extra week will be provided for submission of assignments.
- Faculty will be available to meet with the learner to support learning.
- Learners will have 30 days to complete all credentialing requirements as stated above.

PRACTICAL NURSING (PN) DIPLOMA PROGRAM

Effective Summer 2021 semester.

Pre-Dispute Arbitration and Class Action Waiver Disclosure

Nightingale College seeks to resolve disputes or claims between any learner and the College in a manner that addresses an individual learner's complaint in an efficient, cost-effective, and quicker manner than traditional litigation. A learner who enrolls at Nightingale College agrees, as a condition of his or her enrollment, to resolve any dispute through mandatory arbitration that shall not be adjudicated as a class action or a consolidated class arbitration proceeding. However, the College cannot require a learner loan borrower to participate in arbitration or any internal dispute resolution process offered by the institution prior to filing a borrower defense to repayment application with the U.S. Department of Education pursuant to 34 CFR 685.206(e); the College cannot, in any way, require learners to limit, relinquish, or waive their ability to pursue filing a borrower defense claim, pursuant to 34 CFR 685.206(e) at any time; and any arbitration, required by a pre-dispute arbitration agreement, tolls the limitations period for filing a borrower defense to repayment application pursuant to 34 CFR 685.206(e)(6)(ii).

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 non-refundable application fee as shown below:

Applicant Type	Application Fee
Generic	\$150
Active duty servicemembers and veterans of the U.S. Armed Forces	\$50

2. Complete the 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, as described below, prior to the first day of attendance.

Recognized Equivalents of a High School Diploma

The College recognizes several equivalents to a high school diploma:

- a GED certificate;
- a certificate or other official completion documentation demonstrating that the learner has passed a state-authorized examination (such as the Test Assessing Secondary Completion (TASC) the High School Equivalency Test (HiSET), or, in California, the California High School Proficiency Exam) that the state recognizes as the equivalent of a high school diploma (certificates of attendance and/or completion are not included in this qualifying category);
- an associate degree;
- successful completion of at least sixty (60) semester or trimester credits or seventy-two (72) quarter credits that does not result in the awarding of an associate degree, but that is acceptable for full credit toward a bachelor's degree at any institution; or

- enrollment in a bachelor's degree program where at least sixty (60) semester or trimester credits or seventy-two (72) quarter credits have been successfully completed, including credits transferred into the bachelor's degree program;
 - a "secondary school leaving certificate" or similar document from the proper government agency for learners who completed secondary school in a foreign country, accompanied by an official foreign credential's evaluation.
4. Pass the Pre-Licensure Nursing Entrance Exam.
 5. If requesting transfer of credit, complete a Transfer of Credit Request Form and submit official college transcripts by the deadline for the previous post-secondary coursework in accordance with the [Transfer of Credit](#) section of the Catalog.
 - a. A total of fourteen (14) general education semester credits is required for graduation from the PN Diploma Program and must be completed prior to the end of the last academic semester in the PN Diploma Program. Refer to the [General Education Requirement](#) section of the Catalog for the minimum number of credits required in each of the three (3) required general education (GE) 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) semester credits in Human Anatomy and Human Physiology are required to enroll in Level II nursing courses. Learners may elect to complete the requisite coursework at the College or another institution of higher learning.
 - c. Official transcripts are required for matriculation into the PN Diploma Program.
 - d. Learners admitted without the full fourteen (14) semester credits of general education are required to complete at least one (1) general education course per academic 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 academic semester in order to register for the next academic semester. To register for the last academic semester of the PN Diploma 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.
 - 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.
 6. Complete Smarter Measure Assessment for evaluation of online learning readiness.
 7. Meet with a Financial Aid Advisor to initiate the financial aid process.
 8. Be in good financial standing with the College.

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.

Entrance and Placement Exams

Passing of certain placement exams is required to enroll in certain courses or matriculate in the program as indicated below.

Pre-Licensure Nursing Entrance Exam (ACCUPLACER® Diagnostic Test)

In order to be admitted to the program learners must achieve the required scores in each academic area of the entrance exam. The entrance exam determines learners' readiness for success in the program by assessing knowledge in three (3) academic areas: Arithmetic, Reading Comprehension, and Sentence Skills. A score of 240 in each of the three (3) areas is required for admission. **The entrance exam fee is \$20.**

Scores are valid for one (1) year.

Learners who do not achieve the required score on their first attempt are recommended to enroll in the Pearson MyFoundationsLab®, for a fee of \$36 for sixteen (16) weeks of access. Learners may take the entrance exam as many times as they like in an admission cycle for a fee of \$20 per attempt.

Tuition and Fees

Tuition for the PN Diploma Program is \$455 per semester credit. 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.

Item	Fee
Learning Resources and Proctoring Package per Semester	\$850 ¹
General Education Fee per Course (except SCI 220, SCI 221, and SCI 251)	\$100 ²
SCI 220, SCI 221, SCI 251 Fee per Course	\$175
Experiential Learning Make-up Fee	\$200
Failure to Notify of Absence Fee	\$100
Course Audit Fee (All Courses)	\$1,000
Course-Specific Uniforms Fee for certain Experiential Learning Sites	\$40
<i>¹The Learning Resources and Proctoring Package per Semester Fee does not include uniforms, stethoscope, and blood pressure cuff</i>	
<i>²In lieu of the \$100 course resources fee, learners may elect to personally purchase all general education required materials.</i>	
<i>The College will provide Learners with the nursing kit supplies required to attend experiential learning portions of the course.</i>	

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 experiential learning.

Estimated Total Program Cost

The estimated total program cost for a learner who does not transfer in any college-level general education credits is \$22,210.

Practical Nursing (PN) Diploma Program Description

The PN Diploma Program

- provides a dynamic pathway for entry into professional licensed nurse (PN) practice;
- is continually evolving to reflect local community needs and current and emerging health care 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 PN Diploma Program is designed to prepare learners to apply for PN licensure and take the NCLEX-PN® exam. The PN Diploma Program curriculum plan meets the requirements of the Accreditation Commission for Education in Nursing (ACEN) and the National League for Nursing Commission for Nursing Education Accreditation (NLN CNEA) standards. The blended distance curriculum consists of twenty-eight (28) semester credits of nursing core coursework and fourteen (14) semester credits of general education and is delivered over forty-eight (48) academic weeks. Learners are required to take the nursing courses in the sequence prescribed. The PN Diploma Program requires a total of forty-two (42) semester credits for graduation. The Program is designed to be completed within three (3) 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.

For learner residency and course delivery modalities definitions, see the [Learner Residency and Course Delivery Modalities](#) section of this Catalog. The PN Diploma Program operates on the Hybrid-Virtual Campus basis, which allows learners to engage in online didactic instruction with on-ground experiential learning in a Dedicated Distance Cohort (DDC) Area, 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 PN Diploma Program is concept-based instead of content-based. Learners will apply concepts to a variety of systems and disease processes, and critically reason through situations by concept.

Note: Learners enrolled in a Dedicated Distance Cohort (DDC) must progress through the Program according to the original Program Plan. For each enrolled cohort, a predetermined course schedule outlining the entire Program is established at the time of the initial enrollment. The College does not guarantee the availability of courses at a specific DDC outside of the predetermined course schedule and reserves the right to change Program Plans as necessary. Should circumstances arise preventing the learner from completing the Program within the original course schedule (i.e. LOA, failed courses, etc.), the learner may be required to complete the remainder of the Program Plan at another DDC Area.

The PN Diploma 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 PN Diploma Program curriculum with a minimum of "C" grade in each nursing core course and having satisfied all other graduation requirements, the learner will earn a Diploma of Practical Nursing.

The PN Diploma Program prepares graduates for entry-level practical nursing practice in long-term care facilities, clinics, and other health care settings. Nursing is a dynamic profession that contributes significantly to the health and well-being of individuals and communities.

PN Diploma Program Objectives

- Graduate future practical 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 practical nurses.
- Increase the availability of nursing education opportunities for qualified learners.
- Improve access to nursing education, course scheduling flexibility, and learning efficacy through

the utilization of a variety of innovative instruction delivery methods and learning modalities, including asynchronous online engagements, blended distance learning, course structure, and high-fidelity case-based experiential learning.

PN Diploma Program Outcomes

PN Program Diploma Outcomes are aligned with the Institutional Effectiveness Plan and measure the degree to which the Program achieves its stated mission.

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 reasoning, 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.

PN Diploma Program Core Competencies

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

Curriculum Plan

The PN Diploma Program consists of six (6) lower-division core nursing courses, comprised of twenty-eight (28) academic semester credits delivered over three (3) academic semesters or forty-eight (48) academic weeks, and four (4) GE courses, comprised of fourteen (14) semester credits 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 forty-two (42) semester credits, three (3) academic semesters, or forty-eight (48) academic 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.

All didactic instruction is delivered via online learning modalities. However, the College may require

learners to attend didactic instruction in any course on-ground. All experiential learning for the core nursing courses takes place on-ground at a variety of experiential learning hubs and sites. For learner residency and course delivery modalities definitions, see the [Learner Residency and Course Delivery Modalities](#) section of this Catalog. A sample curriculum layout is presented in the table below.

Course Number	Delivery Modality	Semester Credits	Contact Hours									
			Didactic Learning					Remote	Experiential Learning			Total
			CBT	ISBP	CBP	DFC	FE	ISB	VCBC	DFC	IP	
Level I												
SCI 220	Online	4	45	30	-	-	-	-	-	-	-	75
SCI 221	Online	4	45	30	-	-	-	-	-	-	-	75
PN 105	Online	5	37.5	9	1.5	2	-	37.5	20	20	-	127.5
Total		13	127.5	69	3	2	-	-	-	-	-	277.5
Level II												
MAT 100	Online	3	45	-	-	-	-	-	-	-	-	45
PN 115	Online	3	45	-	-	-	-	-	-	-	-	45
PN 125	Blended	5	30	3	4.5	9	-	12	51	48	-	157.5
PN 135	Blended	3	30	-	6	2	-	-	19	18	-	75
Total		14	135	12	13.5	12	-	48	49.5	105	-	375
Level III												
SCI 225	Online	3	45	-	-	-	-	-	-	-	-	45
PN 145	Blended	6	45	6	3.5	5	-	27.5	30	48	-	165
PN 165	Blended	6	45	6	3.5	5	-	27.5	30	48	-	165
Total		15	135	12	13.5	12	-	48	49.5	105	-	375
Nursing Courses Total		28	232.5	24	28.5	25	0	96	95.5	233.5	0	735
GE Total		14	180	60	0	0	0	0	0	0	0	240
PN Program with GE Total		42	412.5	84	28.5	25	0	96	95.5	233.5	0	975
Note: Learners whose program plan differs from this standard plan must complete SCI 225: Pathophysiology in the first academic semester of enrollment at the College to progress within the Program. Learners must complete the core nursing courses with experiential learning components within a maximum timeframe of six (6) consecutive academic semesters. For Didactic and Experiential Learning Abbreviations and Definitions, refer to the Learning Modalities Definitions section of the Catalog.												

General Education (GE) 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. Fourteen (14) GE semester credits are required for graduation. Refer to the [Admissions Requirements and Procedures](#) section above for more information.

The nursing core courses progression requirements do not allow the final academic semester of the Program

to consist of only GE courses. GE course requirements must be completed prior to or during the final semester of enrollment.

Physical & Life Sciences

A minimum of eleven (11) semester credits is required in this category. Courses marked with an asterisk (*) are mandatory.

Course	Semester Credits
Human Anatomy*	4
Human Physiology*	4
Pathophysiology*	3-5

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. Courses marked with an asterisk (*) are mandatory.

Course	Semester Credits
Intermediate Algebra*	3-5
Calculus	3-5
Trigonometry	3-5
Mathematics	3-5

Satisfactory Academic Progress Table

Total Credits Attempted	Financial Aid Warning or Probation if CGPA is below	Financial Aid Warning or Probation if course completion rate is below
1-12	2.0	67%
13-24	2.0	67%
25-36	2.0	67%
37-48	2.0	67%
49-60	2.0	67%
61-68	2.0	67%

BACHELOR OF SCIENCE IN NURSING (BSN) PROGRAM

Pre-Dispute Arbitration and Class Action Waiver Disclosure

Nightingale College seeks to resolve disputes or claims between any learner and the College in a manner that addresses an individual learner's complaint in an efficient, cost-effective, and quicker manner than traditional litigation. A learner who enrolls at Nightingale College agrees, as a condition of his or her enrollment, to resolve any dispute through mandatory arbitration that shall not be adjudicated as a class action or a consolidated class arbitration proceeding. However, the College cannot require a learner loan borrower to participate in arbitration or any internal dispute resolution process offered by the institution prior to filing a borrower defense to repayment application with the U.S. Department of Education pursuant to 34 CFR 685.206(e); the College cannot, in any way, require learners to limit, relinquish, or waive their ability to pursue filing a borrower defense claim, pursuant to 34 CFR 685.206(e) at any time; and any arbitration, required by a pre-dispute arbitration agreement, tolls the limitations period for filing a borrower defense to repayment application pursuant to 34 CFR 685.206(e)(6)(ii).

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 non-refundable application fee as shown below:

Applicant Type	Application Fee
Generic	\$150
Active duty servicemembers and veterans of the U.S. Armed Forces	\$0
Advanced Placement, including Pharmacology credit	\$200
Active duty servicemembers and veterans of the U.S. Armed Forces, if requesting Pharmacology credit	\$50

2. Complete the 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, as described below, prior to the first day of attendance.

Recognized Equivalents of a High School Diploma

The College recognizes several equivalents to a high school diploma:

- a GED certificate;
- a certificate or other official completion documentation demonstrating that the learner has passed a state-authorized examination (such as the Test Assessing Secondary Completion (TASC) the High School Equivalency Test (HiSET), or, in California, the California High School Proficiency Exam) that the state recognizes as the equivalent of a high school diploma (certificates of attendance and/or completion are not included in this qualifying category);
- an associate degree;
- successful completion of at least sixty (60) semester or trimester credits or seventy-two (72) quarter credits that does not result in the awarding of an associate degree, but that is acceptable for full credit toward a bachelor's degree at any institution; or

- enrollment in a bachelor's degree program where at least sixty (60) semester or trimester credits or seventy-two (72) quarter credits have been successfully completed, including credits transferred into the bachelor's degree program;
 - a "secondary school leaving certificate" or similar document from the proper government agency for learners who completed secondary school in a foreign country, accompanied by an official foreign credentials evaluation.
4. Pass the Pre-Licensure Nursing Entrance Exam.
 5. If requesting transfer of credit, complete a Transfer of Credit Request Form and submit official college transcripts by the deadline for the previous post-secondary coursework in accordance with the [Transfer of Credit](#) section of the Catalog.
 - a. A total of forty-eight (48) general education semester credits is required for graduation from the BSN Program and must be completed prior to the end of the last academic semester in the BSN Program. Refer to the [General Education Requirement](#) section of the Catalog for the minimum number of credits required in each of the five (5) general education (GE) 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 fourteen (14) semester credits of general education, including eight (8) semester credits of Human Anatomy and Human Physiology, a minimum of three (3) semester credits of college-level Mathematics, and a minimum of three (3) semester credits of college-level English are required to enroll in any nursing core course. Learners may elect to complete the prerequisite coursework at the College or another institution of higher learning.
 - c. A minimum of twenty-four (24) semester credits of general education, including eight (8) semester credits of Human Anatomy and Human Physiology and three (3) semester credits of Pathophysiology, are required to enroll in BSN 215 and/or BSN 225 nursing courses. Learners may elect to complete the prerequisite coursework at the College or another institution of higher learning.
 - d. A minimum of thirty-three (33) semester credits of general education, including eight (8) semester credits of Human Anatomy and Human Physiology and three (3) semester credits of Pathophysiology, are required to enroll in BSN 246 and/or BSN 315 nursing courses. Learners may elect to complete the prerequisite coursework at the College or another institution of higher learning.
 - e. A minimum of thirty-six (36) semester credits of general education, including eight (8) semester credits of Human Anatomy and Human Physiology, three (3) semester credits of Pathophysiology, and three (3) semester credits of Statistics, are required to enroll in BSN 266 and/or BSN 335 nursing courses. Learners may elect to complete the prerequisite coursework at the College or another institution of higher learning.
 - f. Official transcripts are required for matriculation into the BSN Program.
 - g. Learners admitted without the full forty-eight (48) semester credits of general education are required to complete at least one (1) general education course per academic 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 academic semester to register for the next academic semester. To register for the last academic semester of the BSN 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.
 - h. The College reserves the right to accept or reject any and all credits earned at other post-secondary institutions or through course challenge exams.
 6. Complete Smarter Measure Assessment for evaluation of online learning readiness.

7. Meet with a Financial Aid Advisor to initiate the financial aid process.
8. Be in good financial standing with the College.

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.

Entrance and Placement Exams

Passing of certain placement exams is required in order to enroll in certain courses or matriculate in the program as indicated below.

Pre-Licensure Nursing Entrance Exam (ACCUPLACER® Diagnostic Test)

In order to be admitted to the program learners must achieve the required scores in each academic area of the entrance exam. The entrance exam determines learners' readiness for success in the program by assessing knowledge in three (3) academic areas: Arithmetic, Reading Comprehension, and Sentence Skills. A score of 240 in each of the three (3) areas is required for admission. **The entrance exam fee is \$20.** Scores are valid for one (1) year.

Learners who do not achieve the required score on their first attempt are recommended to enroll in the Pearson MyFoundationsLab®, for a fee of \$36 for sixteen (16) weeks of access. Learners may take the entrance exam as many times as they like in an admission cycle for a fee of \$20 per attempt.

Advanced Placement Candidates Only

Advanced placement candidates who are requesting academic credit for courses in BSN 246 and/or BSN 266 are required to pass the corresponding HESI exams as described in the table below:

Course	Exam	Administered During	Passing HESI Score	Mandatory Remediation HESI Score	Fee
BSN 246	RN Specialty: Health Assessment HESI	Pre-Admission	850	< 900	\$35
BSN 266	RN Specialty: Medical-Surgical Nursing HESI	Pre-Admission	850	< 900	\$35

Advanced placement servicemembers who do not qualify for the automatic BMTC block credit transfer is required to pass the HESI exam as described in the table below:

Exam	Administered During	Passing HESI Score	Mandatory Remediation HESI Score	Fee
RN Specialty: Fundamentals of Nursing HESI	Pre-Admission	850	< 900	\$35

The College allows applicants to retake the exam one (1) time after completion of mandatory remediation. The fee to retake an exam is \$35. 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 score on the second attempt is below the minimum score requirement, the applicant 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. Applicants who do not pass the exams may choose to enroll into the corresponding Level.

Remote Program Option

The College offers the remote program option to learners who reside more than 100 miles from one of the College's Supervised On-Ground Field Experience (SOFE) areas. Learners in the remote program option engage in online learning for the bulk of every academic semester and are required to travel to an assigned SOFE Area in the last few weeks of every academic semester when enrolled in pre-licensure nursing courses with experiential learning components. Learners may enroll only in one (1) pre-licensure nursing course with experiential learning components during any academic semester. There is a total of seven (7) pre-licensure nursing courses with experiential learning components within the BSN Program. Based on the specific course enrollment, learners are required to spend a minimum of five (5) days to a maximum of twenty-one (21) days at the assigned SOFE Area. Learners are responsible for directly purchasing their own transportation to and within, and lodging at the assigned SOFE Area. Learners may not include the travel costs on the learner account ledgers nor have these costs financed through the College. The College cannot guarantee any specific SOFE Area assignment and learners may be assigned anywhere within the fifty (50) states in the U.S. The College offers learners assistance with identifying the most optimal travel options for each of the assigned SOFE Areas.

Tuition and Fees

Tuition for the BSN Program is \$590 per semester credit. The College reserves the right to change its tuition and fees at any time with a 30-day notice.

Item	Fee
Learning Resources and Proctoring Package per Semester	\$850 ¹
General Education Fee per Course (except SCI 220, SCI 221, and SCI 251)	\$100 ²
SCI 220, SCI 221, SCI 251 Fee per Course	\$175
Experiential Learning Make-up Fee	\$200
Failure to Notify of Absence Fee	\$100
Course Audit Fee (All Courses)	\$1,000
Course-Specific Uniforms Fee for certain Experiential Learning Sites	\$40
<i>1The Learning Resources and Proctoring Package per Semester Fee does not include uniforms, stethoscope, and blood pressure cuff</i>	
<i>2In lieu of the \$100 course resources fee, learners may elect to personally purchase all general education required materials.</i>	
<i>The College will provide Learners with the nursing kit supplies required to attend experiential learning portions of the course.</i>	

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 experiential learning sessions.

Note: Learners requesting a transfer of credit from the BSN Program to the ADN Program must pay the difference in tuition, currently \$300 per semester credit.

Estimated Total Program Cost

The estimated total program cost for a learner who does not transfer in any college-level credits is \$79,325,

if Program commences in or after the Spring 2020 academic semester.

Bachelor of Science in Nursing (BSN) Program Description

The BSN 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 health care 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 BSN Program is designed to prepare learners to apply for RN licensure and take the NCLEX-RN® exam. The BSN Program curriculum plan meets the requirements of the Accreditation Commission for Education in Nursing (ACEN), the National League for Nursing Commission for Nursing Education Accreditation (NLN CNEA) standards, and the Commission on Collegiate Nursing Education (CCNE). The blended distance curriculum consists of seventy-two (72) semester credits of nursing core coursework and is delivered over one hundred twenty-eight (128) academic weeks. Learners are required to take the nursing courses in the sequence prescribed. The BSN Program requires an additional forty-eight (48) semester credits of general education coursework. A total of one hundred twenty (120) semester credits is required for graduation. The Program is designed to be completed within eight (8) 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.

For learner residency and course delivery modalities definitions, see the [Learner Residency and Course Delivery Modalities](#) section of this Catalog. The BSN Program operates on the Hybrid-Virtual Campus basis, which allows learners to engage in online didactic instruction with Supervised On-ground Field Experience (SOFE), 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 BSN Program is concept-based instead of content-based. Learners will apply concepts to a variety of systems and disease processes, and critically reason through situations by concept.

Note: Learners enrolled in a Supervised On-ground Field Experience(SOFE) must progress through the Program according to the original Program Plan. For each enrolled cohort, a predetermined course schedule outlining the entire Program is established at the time of the initial enrollment. The predetermined original program plan may not be modified unless extenuating circumstances arise. The College does not guarantee the availability of courses at a specific SOFE outside of the predetermined course schedule and reserves the right to change Program Plans as necessary. Should circumstances arise preventing the learner from completing the Program within the original course schedule (i.e. LOA, failed courses, etc.), the learner may be required to complete the remainder of the Program Plan at another SOFE Area.

The BSN 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 BSN Program curriculum with a minimum of “C” grade in each nursing course and having satisfied all other graduation requirements, the learner will earn a Bachelor of Science in Nursing (BSN) Degree.

The BSN Program prepares graduates for entry-level nursing practice in hospitals, clinics, and other health care settings. An RN with a BSN Degree 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.

BSN 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.
- Increase the availability of advanced nursing education opportunities for qualified learners.
- Improve access to nursing education, course scheduling flexibility, and learning efficacy through the utilization of a variety of innovative instruction delivery methods and learning modalities, including asynchronous online engagements, blended distance learning, capstone activities, course structure, and high-fidelity case-based experiential learning.

BSN Program Outcomes

BSN Program Outcomes are aligned with the Institutional Effectiveness Plan and measure the degree to which the Program achieves its stated mission. For current BSN Program Outcomes benchmarks, see the [*BSN Program Outcomes Benchmarks Catalog Insert*](#).

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 while demonstrating awareness of the physical, psychological, spiritual, emotional, cultural, and environmental aspects of the clients’ needs.
2. Demonstrate intentional learning, clinical reasoning, and reflection 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. Synthesize clinical reasoning into daily nursing practice, while integrating 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. Integrate components of quality and safety best practices into the daily nursing work environments.
8. Integrate collaborative leadership skills when leading and functioning as a member of interdisciplinary teams.

BSN Program Core Competencies

1. Client-Centered Care
2. Intentional Learning with Reflection
3. Evidence-Based Practice

4. Decision-Making and Clinical Reasoning
5. Organizational, Local, and Global Leadership
6. Communication and Informatics
7. Quality and Safety Assurance
8. Teamwork and Collaboration

Curriculum Plan

The Essentials of Baccalaureate Education for Professional Nursing Practice provides an important framework for designing and assessing baccalaureate education. The original purpose of the Essentials is to “delineate the essentials of education for professional baccalaureate nursing practice” (AACN, 2008). Because, professional nursing practice in all settings requires consideration of the individual, family, community, and population as client, these outcomes are essential to baccalaureate nursing education offered with Nightingale College.

- Essential I: Liberal Education for Baccalaureate Generalist Nursing Practice
- Essential II: Basic Organizational and Systems Leadership for Quality Care and Patient Safety
- Essential III: Scholarship for Evidence-Based Practice
- Essential IV: Information Management and Application of Patient Care Technology
- Essential V: Health Care Policy, Finance, and Regulatory Environments
- Essential VI: Interprofessional Communication and Collaboration for Improving Patient Health Outcomes
- Essential VII: Clinical Prevention and Population Health
- Essential VIII: Professionalism and Professional Values
- Essential IX: Baccalaureate Generalist Nursing Practice

All didactic instruction is delivered via distance learning modalities. All experiential learning and workshops for the core nursing courses are delivered on-ground at SOFE Areas. For learner residency and course delivery modalities definitions, see the [Learner Residency and Course Delivery Modalities](#) section of this Catalog. For learning modalities definitions, see the [Learning Modalities Definitions](#) section of this Catalog. A sample curriculum layout is presented in the table below.

Generic BSN Program Sample Curriculum Plan

Course Number	Delivery Modality	Semester Credits	Contact Hours									
			Didactic Learning						Experiential Learning			Total
			CBT	ISBP	CBP	DFC	FE	ISB	VCBC	DFC	IP	
Freshman Term 1 (F1)												
SCI 220	Online	4	45	30	-	-	-	-	-	-	-	75
SCI 221	Online	4	45	30	-	-	-	-	-	-	-	75
ENG 120	Online	3	45	-	-	-	-	-	-	-	-	45
MAT	Online	3	45	-	-	-	-	-	-	-	-	45

100												
Total		14	180	60	-	-	-	-	-	-	-	240
Freshman Term 2 (F2)**												
SCI 131	Distance	3	45	-	-	-	-	-	-	-	-	45
SCI 251	Distance	4	45	30	-	-	-	-	-	-	-	75
SCI 225	Distance	3	45	-	-	-	-	-	-	-	-	45
BSN 205*#	Blended	5	37.5	9	1.5	2	-	37.5	20	20	-	127.5
Total		15	172.5	39	1.5	2	-	37.5	20	20	-	292.5
Sophomore Term 1 (S1)												
PSY 201	Distance	3	45	-	-	-	-	-	-	-	-	45
HUM 110	Distance	3	45	-	-	-	-	-	-	-	-	45
SOC 220	Distance	3	45	-	-	-	-	-	-	-	-	45
BSN 215*	Online	2	30	-	-	-	-	-	-	-	-	30
BSN 225*#	Blended	5	30	3	4.5	9	-	12	51	48	-	157.5
Total		16	195	3	4.5	9	-	12	51	48	-	322.5
Sophomore Term 2 (S2)												
MAT 220	Distance	3	45	-	-	-	-	-	-	-	-	45
BSN 235	Distance	3	45	-	-	-	-	-	-	-	-	45
BSN 246*#	Blended	6	45	6	3.5	5	-	27.5	30	48	-	165
BSN 315*	Distance	3	45	-	-	-	-	-	-	-	-	45
Total		15	180	6	3.5	5	-	27.5	30	48	-	300
Junior Term 1 (J1)												
ENG 310	Distance	3	45	-	-	-	-	-	-	-	-	45
BSN 266*#	Blended	6	45	6	3.5	5	-	27.5	30	48	-	165
BSN 325	Distance	4	52.5	-	-	-	22.5	-	-	-	-	75
BSN 335*	Online	2	30	-	-	-	-	-	-	-	-	30
BSN 355	Distance	1	15	-	-	-	-	-	-	-	-	15
Total		16	187.5	6	3.5	5	22.5	27.5	30	48	-	330
Junior Term 2 (J2)												
COM 301	Distance	3	45	-	-	-	-	-	-	-	-	45
ANT 300	Distance	3	45	-	-	-	-	-	-	-	-	45
BSN 346*#	Blended	7	52.5	3	6.5	5	-	12	52.5	71	-	202.5
BSN 375	Distance	2	30	-	-	-	-	-	-	-	-	30
Total		15	172.5	3	6.5	5	-	12	52.5	71	-	322.5
Senior Term 1 (SR1)												

HUM 300	Distance	3	45	-	-	-	-	-	-	-	-	45
BSN 366*#	Blended	7	60	3	2.5	6	-	12	44	60	-	187.5
BSN 425	Distance	3	45	-	-	-	-	-	-	-	-	45
BSN 435	Distance	3	45	-	-	-	-	-	-	-	-	45
Total		16	195	3	2.5	6	-	12	44	60	-	322.5
Senior Term 2 (SR2)												
BSN 395*#	Blended	5	35	-	-	-	-	-	-	-	120	155
BSN 445	Distance	3	45	-	-	-	-	-	-	-	-	45
BSN 465	Distance	3	45	-	-	-	-	-	-	-	-	45
BSN 485	Distance	2	15	-	-	-	45	-	-	-	-	60
Total		13	140	-	-	-	45	-	-	-	120	305
Nursing Courses Total		72	747.5	30	22	27	67.5	128.5	227.5	298	120	1670
GE Total		48	675	90	-	-	-	-	-	-	-	765
BSN Program with GE Total		120	1,422.5	120	22	32	67.5	128.5	227.5	298	120	2,435
For Didactic and Experiential Learning Abbreviations and Definitions, refer to the Learning Modalities Definitions section of the Catalog.												
Note: Learners must complete the core nursing courses with experiential learning components within a maximum timeframe of eight (8) consecutive academic semesters. Learners who are not Advanced Placement and do not transfer in any lower division core nursing courses may not complete the core nursing courses with experiential learning components in less than five (5) academic semesters.												
*Denotes lower-division core nursing course.												
**All terms after the Freshman Term 1 (F1) must contain at least one (1) lower-division core nursing course.												
#For Fall 2020 only see the COVID-19 Experiential Learning Hours Adjustments Catalog Insert												

BMTC Advanced Placement BSN Program Sample Curriculum Plan

Course Number	Delivery Modality	Semester Credits	Contact Hours									
			Didactic Learning					Experiential Learning				Total
			CBT	ISBP	CBP	DFC	FE	ISB	VCBC	DFC	IP	
Freshman Term 1 (F1)												
SCI 220	Online	4	45	30	-	-	-	-	-	-	-	75
SCI 221	Online	4	45	30	-	-	-	-	-	-	-	75
ENG 120	Online	3	45	-	-	-	-	-	-	-	-	45

MAT 100	Online	3	45	-	-	-	-	-	-	-	-	45
Total		14	180	60	-	-	-	-	-	-	-	240
Sophomore Term 1 (S1)**												
SCI 251	Distance	4	45	30			-				-	75
SCI 225	Distance	3	45	-	-	-	-	-	-	-	-	45
PSY 201	Distance	3	45	-	-	-	-	-	-	-	-	45
SCI 131	Distance	3	45	-	-	-	-	-	-	-	-	45
SOC 220	Distance	3	45	-	-	-	-	-	-	-	-	45
Total		16	225	30	-	-	-	-	-	-	-	255
Sophomore Term 2 (S2)												
MAT 220	Distance	3	45	-	-	-	-	-	-	-	-	45
BSN 235	Distance	3	45				-					45
BSN 246*	Blended	6	45	6	3.5	5	-	27.5	30	48	-	165
BSN 305*	Distance	4	60	-	-	-	-	-	-	-	-	60
Total		16	195	6	3.5	5	-	27.5	30	48	-	315
Junior Term 1 (J1)												
ENG 310	Distance	3	45	-	-	-	-	-	-	-	-	45
BSN 266*	Blended	6	45	6	3.5	5	-	27.5	30	48	-	165
BSN 325	Distance	4	52.5	-	-	-	22.5	-	-	-	-	75
BSN 335*	Online	2	30	-	-	-	-	-	-	-	-	30
BSN 355	Distance	1	15	-	-	-	-	-	-	-	-	15
Total		16	187.5	6	3.5	5	22.5	27.5	30	48	-	330
Junior Term 2 (J2)												
COM 301	Distance	3	45	-	-	-	-	-	-	-	-	45
HUM 110	Distance	3	45	-	-	-	-	-	-	-	-	45
BSN 346*	Blended	7	52.5	3	6.5	5	-	12	52.5	71	-	202.5
BSN 375	Distance	2	30	-	-	-	-	-	-	-	-	30
Total		15	172.5	3	6.5	5	-	12	52.5	71	-	322.5
Senior Term 1 (SR1)												
ANT 300	Distance	3	45	-	-	-	-	-	-	-	-	45
BSN 366*	Blended	7	60	3	2.5	6	-	12	44	60	-	187.5
BSN 425	Distance	3	45	-	-	-	-	-	-	-	-	45
BSN 435	Distance	3	45	-	-	-	-	-	-	-	-	45
Total		16	195	3	2.5	6	-	12	44	60	-	322.5
Senior Term 2 (SR2)												
HUM 300	Distance	3	45	-	-	-	-	-	-	-	-	45
BSN 395*	Blended	5	35	-	-	-	-	-	-	-	120	155
BSN 445	Distance	3	45	-	-	-	-	-	-	-	-	45
BSN 465	Distance	3	45	-	-	-	-	-	-	-	-	45
BSN 485	Distance	2	15	-	-	-	45	-	-	-	-	60
Total		16	185	-	-	-	45	-	-	-	120	350
Nursing Courses Total		61	665	18	16	21	67.5	79	156.5	227	120	1,370
GE Total		48	675	90	-	-	-	-	-	-	-	765
BSN Program with GE Total		109	1,340	108	16	21	67.5	79	156.5	227	120	2,135
For Didactic and Experiential Learning Abbreviations and Definitions, refer to the Learning Modalities Definitions section of the Catalog.												
Note: Learners must complete the core nursing courses with experiential learning components within a maximum timeframe of eight (8) consecutive academic semesters but in no less than five (5) academic semesters.												
*Denotes lower-division core nursing course.												
**All terms after the Freshman Term 1 (F1) must contain at least one (1) lower-division core nursing course.												

General Education (GE) Requirements

Combined forty-eight (48) semester credits of general education and elective courses are required for graduation. 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. Refer to the [Admissions Requirements and Procedures](#) section above for more information.

The nursing core courses progression requirements do not allow the final academic semester of the Program to consist of only GE courses. GE course requirements must be completed prior to or during the final semester of enrollment. GE courses in Math, English, Human Anatomy and Human Physiology must be completed prior to enrollment into any nursing course. Pathophysiology must be completed no later than the first semester of enrollment in the nursing courses. Other Physical and Life Sciences must be completed within the first three (3) academic semesters of enrollment.

Physical & Life Sciences A <u>minimum</u> of fifteen (15) semester credits is required in this category. The courses listed below as well as other college-level Physical & Life Sciences courses are considered for the fulfillment of the GE requirements. Courses marked with an asterisk (*) are mandatory.	
Course	Semester Credits
Human Anatomy*	4
Human Physiology*	4
Pathophysiology*	3-5
Nutrition*	3-5
Microbiology	3-5
Biology	3-5
Chemistry	3-5
Environmental Science	3-5
Physics	3-5
English & Communication Arts A <u>minimum</u> of six (6) credits is required in this category. Courses marked with an asterisk (*) are mandatory.	
Course	Semester Credits
Technical Writing*	3-5
English Composition	3-5
Academic Writing	3-5
Creative Writing	3-5
Communications	3-5
Poetry/Fiction	3-5
Mathematics A <u>minimum</u> of six (6) credits is required in this category. Courses marked with an asterisk (*) are mandatory.	
Course	Semester Credits
Statistics*	3-5
Intermediate Algebra	3-5
Calculus	3-5
Trigonometry	3-5
Mathematics	3-5

Human Behavior & Social Sciences	
A <u>minimum</u> of six (6) credits is required in this category.	
Course	Semester Credits
Psychology*	3-5
Human Growth & Development	3-5
Sociology	3-5
Abnormal Psychology	3-5
Cultural Anthropology	3-5
Organizational Behavior	3-5
Macroeconomics	3-5
United States History	3-5
Humanities & Fine Arts	
A <u>minimum</u> of six (6) credits is required in this category.	
Course	Semester Credits
Religion	3-5
Introduction to Philosophy	3-5
Western Civilization	3-5
Upper-Division Elective(s)	
A <u>minimum</u> of three (3) semester credits of any additional upper-division elective course(s).	
Upper-Division Elective	3-5
<i>A combined total of 48 general education (GE) and elective credits are required for the BSN Degree.</i>	

Standardized Exams

Standardized end-of-course exams are administered at the end of each level of the BSN Program. Required scores for mandatory remediation on standardized exams are specified in the table below.

Standardized Exam Schedule for Generic BSN Learners:

HESI Exam	Administered Course	Mandatory Remediation HESI Score
RN Specialty: Fundamentals of Nursing	BSN 225	< 900
RN Specialty: Health Assessment	BSN 246	< 900
RN Specialty: Pharmacology	BSN 305 or BSN 315	< 900
RN Specialty: Medical-Surgical Nursing	BSN 266	< 900
RN Custom: BSN 346	BSN 346	< 900
RN Exit	BSN 366	< 900

Satisfactory Academic Progress Table

Total Credits Attempted	Financial Aid Warning or Probation if CGPA is below	Financial Aid Warning or Probation if course completion rate is below
1-12	2.0	67%
13-24	2.0	67%
25-36	2.0	67%
37-48	2.0	67%
49-60	2.0	67%
61-72	2.0	67%
73-84	2.0	67%

85-96	2.0	67%
97-108	2.0	67%
109-120	2.0	67%

REGISTERED NURSE (RN)-TO-BACHELOR OF SCIENCE IN NURSING (BSN) PROGRAM

Pre-Dispute Arbitration and Class Action Waiver Disclosure

Nightingale College seeks to resolve disputes or claims between any learner and the College in a manner that addresses an individual learner's complaint in an efficient, cost-effective, and quicker manner than traditional litigation. A learner who enrolls at Nightingale College agrees, as a condition of his or her enrollment, to resolve any dispute through mandatory arbitration that shall not be adjudicated as a class action or a consolidated class arbitration proceeding. However, the College cannot require a learner loan borrower to participate in arbitration or any internal dispute resolution process offered by the institution prior to filing a borrower defense to repayment application with the U.S. Department of Education pursuant to 34 CFR 685.206(e); the College cannot, in any way, require learners to limit, relinquish, or waive their ability to pursue filing a borrower defense claim, pursuant to 34 CFR 685.206(e) at any time; and any arbitration, required by a pre-dispute arbitration agreement, tolls the limitations period for filing a borrower defense to repayment application pursuant to 34 CFR 685.206(e)(6)(ii).

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 \$150 non-refundable application fee (the application fee is waived for all Nightingale College's pre-licensure programs alumni and active duty servicemembers and veterans of the U.S. Armed Forces).
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, as described below, prior to the first day of attendance.

Recognized Equivalents of a High School Diploma

The College recognizes several equivalents to a high school diploma:

- a GED certificate;
- a certificate or other official completion documentation demonstrating that the learner has passed a state-authorized examination (such as the Test Assessing Secondary Completion (TASC) the High School Equivalency Test (HiSET), or, in California, the California High School Proficiency Exam) that the state recognizes as the equivalent of a high school diploma (certificates of attendance and/or completion are not included in this qualifying category);
- an associate degree;
- successful completion of at least sixty (60) semester or trimester credits or seventy-two (72) quarter credits that does not result in the awarding of an associate degree, but that is acceptable for full credit toward a bachelor's degree at any institution; or
- enrollment in a bachelor's degree program where at least sixty (60) semester or trimester credits or seventy-two (72) quarter credits have been successfully completed, including credits transferred into the bachelor's degree program;
- a "secondary school leaving certificate" or similar document from the proper government agency for learners who completed secondary school in a foreign country, accompanied by an official

foreign credentials evaluation.

4. Submit 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 Program, on a non-matriculated basis, upon providing proof of submitting the RN licensure application and passing the NCLEX-RN® exam. Learners must become licensed within the first academic semester of the Program to matriculate and progress within the Program.
5. If requesting transfer of credit, complete a Transfer of Credit Request Form and submit official college transcripts by the deadline 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-one (21) GE semester credits can be completed during the RN-to-BSN Program. Applicants who do not have the minimum twenty-seven (27) GE semester credits upon admission may extend their enrollment in the RN-to-BSN Program to fulfill all general education requirements.
 - b. Official transcripts are required for matriculation into the RN-to-BSN 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.
6. Complete Smarter Measure Assessment for evaluation of online learning readiness.
7. Meet with a Financial Aid Advisor to initiate the Financial Aid process.
8. Be in good financial standing with the College and have \$0 account balance.

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

Tuition for the RN-to-BSN Program is \$400 per semester credit. The College reserves the right to change its tuition and fees at any time with a 30-day notice.

Item	Fee
General Education Fee per Course (except SCI 220, SCI 221, and SCI 251)	\$100 ¹
Nursing Fee per Course	\$150
SCI 220, SCI 221, SCI 251 Learning Resources Fee per Course	\$175
Remote Proctoring Fee per Semester	\$125
Course Audit Fee	\$200

¹In lieu of the \$100 course resources fee, learners may elect to personally purchase all general education required materials.

Nightingale College Alumni Tuition Reduction

A tuition reduction of \$50 per semester credit will be applied to the accounts of the College's associate degree graduates at the time tuition is charged. The Nightingale College Alumni Tuition Reduction is not applicable to repeat coursework.

Estimated Total Program Cost

The estimated total program cost for a learner who holds an associate degree in nursing and transfers in

sixty-eight (68) semester credits is \$21,910, if the Program completed prior to Summer 2019 academic semester.

The estimated total program cost for a learner who holds an associate degree in nursing and transfers in sixty-eight (68) semester credits is \$23,625, if Program commences in or after Summer 2019 academic semester.

RN-to-BSN Program Description

The RN-to-BSN Program is designed to further develop skills, reasoning, and attributes of licensed professional registered nurses (RNs). The RN-to-BSN 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 lower-division core nursing coursework pursuant to the RN licensure. The RN-to-BSN 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 in Nursing Degree and transfer a minimum twenty-seven (27) semester credits of general education, including the required Physical Sciences credits, can complete the RN-to-BSN Program within three (3) academic semesters, or forty-eight (48) academic 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 Program within five (5) academic semesters, or eighty (80) academic weeks of instruction. The table below illustrates the estimated program completion time based on the number of general education credits transferred in upon enrollment.

Number of GE Credits Transferred In	Semesters to Complete RN-to-BSN Program	Weeks of Instruction to Complete RN-to-BSN Program
0-10	5	80
11-26	4	64
27-41	3	48
42-48	2	32

The RN-to-BSN Program utilizes full-distance delivery of instruction, where 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. For learner residency and course delivery modalities definitions, see the [Learner Residency and Course Delivery Modalities](#) section of this Catalog. The curriculum is specifically constructed to promote career mobility in nursing. Upon satisfactory completion of the prescribed RN-to-BSN Program curriculum and other graduation requirements, the learner will earn a Bachelor of Science in Nursing (BSN) Degree.

Note: The Program only enrolls residents in states where it is fully authorized. If a learner enrolls in the Program and subsequently moves to a state where the Program is not authorized, the learner will not be able to continue being enrolled until such authorization is obtained. Learners must notify the Program immediately upon relocation.

RN-to-BSN 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.

- Increase the availability of advanced nursing education opportunities for qualified learners.
- Improve access to nursing education, course 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.

RN-to-BSN Program Outcomes

RN-to-BSN Program Outcomes are aligned with the Institutional Effectiveness Plan and measure the degree to which the Program achieves its stated mission. For current RN-to-BSN Program Outcomes benchmarks, see the [*RN-to-BSN Program Outcomes Benchmarks Catalog Insert*](#).

Program-Level Learner Outcomes

The RN-to-BSN Program, in alignment with the Commission on Collegiate Nursing Education (CCNE) Standards for Accreditation of Baccalaureate and Graduate Nursing Programs, has identified program outcomes, including program-level learner outcomes and competencies, alumni outcomes, and faculty outcomes to evaluate Nightingale College's RN-to-BSN Program effectiveness. The learner outcomes include program completion and employment rates, achievement of Nightingale College's undergraduate general education goals, achievement of expected learner outcomes, satisfaction with courses and instruction, and satisfaction with overall program effectiveness.

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

1. Exemplify quality, competent, client-centered care while demonstrating awareness of the physical, psychological, spiritual, emotional, cultural, and environmental aspects of the clients' needs.
2. Demonstrate intentional learning, clinical reasoning, and reflection 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. Synthesize clinical reasoning into daily nursing practice, while integrating 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. Integrate components of quality and safety best practices into the daily nursing work environments.
8. Integrate collaborative leadership skills when leading and functioning as a member of interdisciplinary teams.

RN-to-BSN Program Core Competencies

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

Curriculum Plan

The Essentials of Baccalaureate Education for Professional Nursing Practice provides an important framework for designing and assessing baccalaureate education. The original purpose of the Essentials is to “delineate the essentials of education for professional baccalaureate nursing practice” (AACN, 2008). Because, professional nursing practice in all settings requires consideration of the individual, family, community, and population as client, these outcomes are essential to baccalaureate nursing education offered with Nightingale College.

- Essential I: Liberal Education for Baccalaureate Generalist Nursing Practice
- Essential II: Basic Organizational and Systems Leadership for Quality Care and Patient Safety
- Essential III: Scholarship for Evidence-Based Practice
- Essential IV: Information Management and Application of Patient Care Technology
- Essential V: Health Care Policy, Finance, and Regulatory Environments
- Essential VI: Interprofessional Communication and Collaboration for Improving Patient Health Outcomes
- Essential VII: Clinical Prevention and Population Health
- Essential VIII: Professionalism and Professional Values
- Essential IX: Baccalaureate Generalist Nursing Practice

The RN-to-BSN Program consists of nine (9) upper-division nursing courses delivered over three (3) academic semesters and forty-eight (48) academic weeks, for a total of twenty-four (24) semester credits. There are 360 didactic contact hours total. The RN-to-BSN Program does not have any experiential learning contact hours assigned. However, the Program requires the completion of community- and employer-based learning projects. The Curriculum Plan table presented below represents a program plan for learners who transfer in twenty-seven (27) general education semester credits.

GE Breadth Area	Number of Semester Credits Transferred In
Physical & Life Sciences	15*
English & Communication Arts	3
Mathematics	3
General Electives**	6

*Science credits include Human Anatomy, Human Physiology, and Pathophysiology.

**Depending on a learner's state of residence, SCI 251 and SCI 131 may need to be taken as elective courses due to specific State Board of Nursing requirements.

The RN-to-BSN Program is a full-distance program where all didactic instruction is delivered via asynchronous online learning modalities. For learner residency and course delivery modalities definitions, see the [Learner Residency and Course Delivery Modalities](#) section of this Catalog. For learning modalities definitions see [Learning Modalities Definitions](#) section in the Catalog. A sample curriculum layout is presented in the table below.

RN-to-BSN Program Sample Curriculum Plan

Course Number	Delivery Modality	Semester Credits	Contact Hours		
			Didactic Learning		
			CBT	PE	Total

Level V					
MAT 220	Distance	3	45	-	45
ENG 310	Distance	3	45	-	45
COM 301 ¹	Distance	3	45	-	45
BSN 235	Distance	3	45	-	45
BSN 355	Distance	1	15	-	15
BSN 435	Distance	3	45	-	45
Total		16	240	-	240
Level VI					
HUM 300 ²	Distance	3	45	-	45
SOC 220 ³	Distance	3	45	-	45
BSN 325 ⁴	Distance	4	52.5	22.5	75
BSN 375	Distance	2	30	-	30
BSN 425	Distance	3	45	-	45
Total		15	217.5	22.5	240
Level VII					
ANT 300 ³	Distance	3	45	-	45
HUM 110 ²	Distance	3	45	-	45
BSN 445	Distance	3	45	-	45
BSN 465	Distance	3	45	-	45
BSN 485 ⁴	Distance	2	15	45	60
Total		14	195	45	240
Total Program		45	652.5	67.5	720
Nursing Courses Total		24	-	-	
General Education		21	-	-	
RN-to-BSN Program Total		45	652.5	67.5	720
BSN Degree Nursing Courses		72	-	-	-
BSN General Education		48	-	-	-
BSN Degree Total		120			
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 may alternate every other academic semester.					
3. SOC 220: Introduction to Sociology and ANT 300: Cultural Anthropology may alternate every other academic semester.					
4. Though not classified as experiential learning contact hours in the curriculum plan, the RN-to-BSN Program requires sixty-seven and a half (67.5) tracked practice-based clinical project hours to earn the academic credit for BSN 325 and BSN 485.					
*For Didactic and Experiential Learning Abbreviations and Definitions, refer to the Learning Modalities Definitions section of the Catalog.					

General Education (GE) Requirements

Combined forty-eight (48) semester credits of general education and elective courses are required for graduation. Up to twenty-one (21) of these semester credits can be completed during the RN-to-BSN Program. Applicants who do not have the minimum twenty-seven (27) combined general education and elective semester credits upon admission may extend their enrollment in the RN-to-BSN Program to fulfill all requirements. Refer to the [Admissions Requirements and Procedures](#) section above for more information.

Physical & Life Sciences

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.

Course	Semester Credits
Human Anatomy*	4
Human Physiology*	4
Pathophysiology*	3-5
Nutrition*	3-5
Microbiology	3-5
Biology	3-5
Chemistry	3-5
Environmental Science	3-5
Physics	3-5

English & Communication Arts

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

Course	Semester Credits
Technical Writing*	3-5
English Composition	3-5
Academic Writing	3-5
Creative Writing	3-5
Communications	3-5
Poetry/Fiction	3-5

Mathematics

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

Course	Semester Credits
Statistics*	3-5
Intermediate Algebra	3-5
Calculus	3-5
Trigonometry	3-5
Mathematics	3-5

Human Behavior & Social Sciences

A minimum of six (6) credits is required in this category.

Course	Semester Credits
Psychology*	3-5
Human Growth & Development	3-5
Sociology	3-5
Abnormal Psychology	3-5
Cultural Anthropology	3-5
Organizational Behavior	3-5
Macroeconomics	3-5
United States History	3-5

Humanities & Fine Arts

A minimum of six (6) credits is required in this category.

Course	Semester Credits
Religion	3-5

Introduction to Philosophy	3-5
Western Civilization	3-5
Upper-Division Elective(s)	
A <u>minimum</u> of three (3) semester credits of any additional upper-division elective course(s).	
Upper-Division Elective	3-5
<i>Combined forty-eight (48) semester credits of general education and elective courses are required for graduation. Up to twenty-one (21) of these semester credits can be completed during RN-to-BSN Program. Applicants who do not have the minimum twenty-seven (27) combined general education and elective semester credits upon admission may extend their enrollment in the RN-to-BSN Program to fulfill all requirements. Refer to the Admissions Requirements and Procedures section above for more information.</i> <i>A combined total of 48 general education (GE) and elective credits are required for the BSN Degree.</i>	

Satisfactory Academic Progress Table

Total Credits Attempted	Financial Aid Warning or Probation if CGPA is below	Financial Aid Warning or Probation if course completion rate is below
1-12	2.0	67%
13-24	2.0	67%
25-36	2.0	67%
37-48	2.0	67%
49-60	2.0	67%
61-72	2.0	67%
73-84	2.0	67%
85-96	2.0	67%
97-108	2.0	67%
109-120	2.0	67%

MASTER OF SCIENCE IN NURSING EDUCATION (MSNED) PROGRAM

Pre-Dispute Arbitration and Class Action Waiver Disclosure

Nightingale College seeks to resolve disputes or claims between any learner and the College in a manner that addresses an individual learner's complaint in an efficient, cost-effective, and quicker manner than traditional litigation. A learner who enrolls at Nightingale College agrees, as a condition of his or her enrollment, to resolve any dispute through mandatory arbitration that shall not be adjudicated as a class action or a consolidated class arbitration proceeding. However, the College cannot require a learner loan borrower to participate in arbitration or any internal dispute resolution process offered by the institution prior to filing a borrower defense to repayment application with the U.S. Department of Education pursuant to 34 CFR 685.206(e); the College cannot, in any way, require learners to limit, relinquish, or waive their ability to pursue filing a borrower defense claim, pursuant to 34 CFR 685.206(e) at any time; and any arbitration, required by a pre-dispute arbitration agreement, tolls the limitations period for filing a borrower defense to repayment application pursuant to 34 CFR 685.206(e)(6)(ii).

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 \$150 non-refundable application fee (the application fee is waived for all Nightingale College's pre-licensure programs alumni and active duty servicemembers and veterans of the U.S. Armed Forces).
2. Complete the Application for Admissions. (The Application and the paid fee are valid for one [1] year).
3. Submit proof of current active unencumbered registered nurse (RN) licensure from any U.S. jurisdiction.
4. Submit proof of a conferred Bachelor of Science in Nursing degree from an institution of higher learning accredited by an agency recognized by the U.S. Department of Education or Council for Higher Education Accreditation (CHEA).
5. Submit Statement of Interest.
6. Submit two (2) letters of recommendation.
7. Meet with a Financial Aid Advisor to initiate the Financial Aid process.

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

Tuition for the MSNEd Program is \$450 per semester credit. Tuition does not include the non-refundable application fee or any course resources fees. The College reserves the right to change its tuition and fees at any time, with a 30-day notice.

Item	Fee
Resources Fee per Course	\$100
Remote Proctoring Fee per Semester	\$125
Course Audit Fee	\$200

Nightingale College Alumni Tuition Reduction

A tuition reduction of \$50 per semester credit will be applied to the accounts of the College's associate and baccalaureate nursing degree graduates at the time tuition is charged. The Nightingale College Alumni Tuition Reduction is not applicable to repeat coursework.

Estimated Total Program Cost

The estimated total program cost is \$20,125.

MSNEd Program Description

The Master of Science in Nursing for Nurse Educators (MSNEd) Program is designed for learners who already hold a bachelor's degree in nursing and prepares graduates to be nurse educators in diverse settings: hospitals, community agencies, schools, industry and businesses, and academic nursing programs. MSNEd graduates provide education and training to nurses, nursing learners, schoolchildren, community groups, workers, patients, and consumers. The MSNEd Program content is grounded in the American Association of Colleges of Nursing (AACN) Essentials of Master's Education in Nursing and evidence based on national standards and research related to effective teaching, learning, and role development. It provides the knowledge and skills that enable educators to teach effectively in diverse learning environments.

The MSNEd Program content and processes are consistent with the National League for Nursing (NLN) Nurse Educator Competencies. The Program is focused on the preparation of highly qualified educators and consists of developing core knowledge related to complexities of health care, access, quality, and costs for diverse populations. New nursing knowledge includes research, theory, technology applied to nursing practice, evidence-based practice, ethics, and new roles for master's prepared nurses. The nurse educator focuses on learning styles, the development and socialization of learners, and strategies to facilitate learning. Educators also need to organize their activities around learning theories. Developing curriculum, objectives, and learning modules are part of an educator role.

The MSNEd Program consists of forty (40) semester credits of graduate division nursing coursework, including core, direct care core, electives, specialty and practicum. Learners can complete the MSNEd Program in five (5) academic semesters or eighty (80) academic weeks of instruction.

The MSNEd Program utilizes full-distance delivery of instruction, where learners engage in online didactic and Capstone practicum experiences in community nursing and global health trends, health promotion, disease prevention, leadership, policy, ethics, informatics, statistics, pharmacology, pathophysiology and other key nursing educator concepts. For learner residency and course delivery modalities definitions, see the [Learner Residency and Course Delivery Modalities](#) section of the College Catalog. The curriculum is specifically constructed to promote the nurse educator role. Upon satisfactory completion of the prescribed MSNEd Program curriculum with a minimum 3.0 GPA and other graduation requirements, the learner will earn a Master of Science in Nursing Education (MSNEd) Degree.

Note: The Program only enrolls residents in states where it is fully authorized. If a learner enrolls in the Program and subsequently moves to a state where the Program is not authorized, he/she will not be able to continue being enrolled until such authorization is obtained. Learners must notify the Program immediately upon relocation.

MSNEd Program Objectives

- Graduate Master-prepared nurses who will improve individual, family, and community health and wellness by applying clinical reasoning, evidence-based skills and knowledge, and advanced leadership in practice.

- Facilitate career mobility of graduates and help meet the demand for professional nurse educators.
- Increase the availability of advanced nursing education opportunities for qualified learners.
- Improve access to nursing education, course 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.

MSNEd Program Outcomes

MSNEd Program Outcomes are aligned with the Institutional Effectiveness Plan and measure the degree to which the Program achieves its stated mission. For current MSNEd Program Outcomes benchmarks, see the [MSNEd Program Outcomes Benchmarks Catalog Insert](#).

Program-Level Learner Outcomes

The MSNEd Program, in alignment with the Commission on Collegiate Nursing Education (CCNE) Standards for Accreditation of Baccalaureate and Graduate Nursing Programs, has identified Program outcomes, including Program-level learner outcomes and competencies, alumni outcomes, and faculty outcomes to evaluate the MSNEd Program effectiveness. The learner outcomes include program completion and employment rates, achievement of the College's graduate general education goals, achievement of expected learner outcomes, satisfaction with courses and instruction, and satisfaction with overall program effectiveness.

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

1. Integrate the principles of patient-centered and culturally appropriate concepts of planning, delivering, and evaluating prevention and population care into nursing education and clinical practice care (Essential VIII).
2. Integrate knowledge gained from nursing, bio-psychosocial fields, genetics/genomics, public health, quality improvement, and organizational sciences for the continual improvement of nursing education in diverse settings (Essential I).
3. Analyze nursing research to facilitate the translation and integration of nursing scholarship into practice (Essential III and IV).
4. Incorporate leadership, collaborative, and organizational skills into educational practice in order to emphasize ethical and critical decision-making, effective working relationships, and a system-perspective.
5. Demonstrate role competency and leadership through the analysis, development and implementation of health policy. Advocate for policies that improve the health of the public and the profession of nursing (Essentials II and VI).
6. Analyze nursing practice, legal, and ethical considerations of current communication and emerging healthcare technologies utilized in patient care and nursing education (Essential V).
7. Integrate the principles of quality improvement and evaluation into the advanced nurse educator role (Essential III).
8. Function as a member of inter/intra professional collaborative team for improving patient and population health outcomes (Essential VII).

MSNEd Program Core Competencies

1. Client-Centered Care
2. Intentional Learning with Reflection
3. Evidence-Based Practice
4. Decision-Making and Clinical Reasoning

5. Organizational, Local, and Global Leadership
6. Communication and Informatics
7. Quality and Safety Assurance
8. Teamwork and Collaboration

Curriculum Plan

The essentials of a master's education in nursing provides an important framework for designing and assessing Master-level nursing education. The original purpose of the essentials is to "delineate the outcomes expected of all graduates of master's nursing programs" (AACN, 2011). Because professional nursing practice in all settings requires consideration of the individual, family, community, and population as client, these outcomes are essential to master's nursing education offered.

- Essential I: Background for Practice from Sciences and Humanities
- Essential II: Organizational and Systems Leadership
- Essential III: Quality Improvement and Safety
- Essential IV: Translating and Integrating Scholarship into Practice
- Essential V: Informatics and Healthcare Technologies
- Essential VI: Health Policy and Advocacy
- Essential VII: Interprofessional Collaboration for Improving Patient and Population Health Outcomes
- Essential VIII: Clinical Prevention and Population Health for Improving Health
- Essential IX: Master's-Level Nursing Practice

The MSNEd Program consists of fifteen (15) graduate-division nursing core courses delivered over five (5) academic semesters and eighty (80) academic weeks, for a total of forty (40) semester credits. There are 540 didactic and 180 field experience contact hours total. The MSNEd Program does not have any experiential learning contact hours assigned. However, the Program requires the completion of educator-based learning project/practicum. For learner residency and course delivery modalities definitions, see the [Learner Residency and Course Delivery Modalities](#) section of this Catalog. For learning modalities definitions see [Learning Modalities Definitions](#) section in the Catalog. The Curriculum Plan table presented below represents a sample curriculum plan for learners.

MSNEd Program Sample Curriculum Plan

Course Number	Delivery Modality	Semester Credits	Contact Hours		
			Didactic Learning		
			CBT	FE	Total
Semester 1					
MSN 500	Distance	2	30	-	30
MSN 505	Distance	2	30	-	30
MSN 510	Distance	2	30	-	30
MSN 515	Distance	2	30	-	30
Total		8	120	-	120
Semester 2					
MSN 520	Distance	3	45	-	45
MSN 530	Distance	3	45	-	45
MSN 540	Distance	2	30	-	30

Total		8	120	-	120
Semester 3					
MSN 550	Distance	3	45	-	45
MSN 560	Distance	3	45	-	45
MSN 570	Distance	3	45	-	45
Total		9	135	-	135
Semester 4					
MSN 620	Distance	3	45	-	45
MSN 640	Distance	3	45	-	45
MSN 660	Distance	3	45	-	45
Total		9	135	-	135
Semester 5					
MSN 670	Distance	4	-	180	180
MSN 680	Distance	2	30	-	30
Total		6	30	180	210
MSNEd Degree Total		40	540	180	720
Field Experience (FE): Provides opportunity for the learner to apply all elements of prior learning in academic settings, while beginning the transition into the nurse educator role. The learner integrates knowledge, clinical reasoning, and program competencies while implementing best teaching practices and assimilating into the nurse educator role in an academic environment. The learner works directly with a Master-prepared nurse educator preceptor to incorporate evidence-based strategies into a comprehensive activity or teaching plan designed to engage learners in active learning and implemented to meet mutually determined outcomes.					

Satisfactory Academic Progress Table

Total Credits Attempted	Financial Aid Warning or Probation if CGPA is below	Financial Aid Warning or Probation if course completion rate is below
1-8	2.0	67%
9-16	2.0	67%
17-24	2.0	67%
25-32	2.0	67%
33-40	2.0	67%

REMEDIAL COURSEWORK

Remedial Coursework Overview

To assist learners in gaining requisite skills necessary for success in the college-level Math and English, the College offers remedial courses. Remedial courses are not a required part of any academic program offered at the College; are not college-level; are not Title IV eligible; are not part of any institutional or programmatic accreditation grant; and are offered as a means of preparation for college-level English or Math courses, with pass/fail grading. The tuition for each remedial course is \$800, which includes all necessary materials. For more information, see the [Remedial Course Descriptions](#) section of the Catalog.

COURSE DESCRIPTIONS

For Didactic and Experiential Learning Abbreviations and Definitions, refer to the [Learning Modalities Definitions](#) section of the Catalog.

For Requisites, Prerequisites, and Corequisites, Definitions, refer to the [Course Requisites, Prerequisites and Corequisites](#) section of the Catalog.

Remedial Course Descriptions

ENG 90: Developmental English

Delivery Modality:	Online (Online Didactic Instruction); Self-Paced, Instructor-Guided
Semester Credits:	0
Contact Hours:	45
Typically Offered:	Fall, Spring, Summer (Subject to Enrollment)
Prerequisites:	None
Corequisites:	None
Requisites:	None
Description:	The focus of this course is on preparing learners to work with and to compose college-level texts in English Composition. Topics covered include: reading and comprehending texts from various genres; drafting, revising, editing, and proofreading texts; expanding learner vocabulary; identifying and applying rhetorical strategies; analyzing texts for their main ideas and major and minor supporting details; using critical thinking skills when reading and writing; and working responsibly with others' ideas using basic source documentation.

Note: This course is not a required part of any academic program; is not college-level; is not Title IV eligible; is not part of any institutional or programmatic accreditation grant; and is offered as a means of preparation for college-level English courses, with pass/fail grading.

MAT 90: Pre-Algebra

Delivery Modality:	Online (Online Didactic Instruction); Self-Paced, Instructor-Guided
Semester Credits:	0
Contact Hours:	45
Typically Offered:	Fall, Spring, Summer (Subject to Enrollment)
Prerequisites:	None
Corequisites:	None
Requisites:	None
Description:	The focus of this course is to prepare the learners for Algebra. Topics covered include performing operations with integers, fractions, and decimals; solving application problems involving integers, fractions, and decimals; performing basic algebra skills including identifying algebraic components, combining like terms, and using the distributive property; introduction to percentages.

Note: This course is not a required part of any academic program; is not college-level; is not Title IV eligible; is not part of any institutional or programmatic accreditation grant; and is offered as a means of preparation for college-level Algebra courses, with pass/fail grading.

General Education Course Descriptions

ENG 120: English Composition

Delivery Modality:	Online (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
Typically Offered:	Fall, Spring, and Summer (Subject to Enrollment)
Prerequisites:	None
Corequisites:	None
Requisites:	None
Description:	The 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:	Online (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
Typically Offered:	Fall, Spring, and Summer (Subject to Enrollment)
Prerequisites:	None
Corequisites:	None
Requisites:	None
Description:	This course introduces 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: College Algebra

Delivery Modality:	Online (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
Typically Offered:	Fall, Spring, Summer (Subject to Enrollment)
Prerequisites:	None
Corequisites:	None
Requisites:	None
Description:	This course provides 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.

MAT 220: Introduction to Statistics

Delivery Modality:	Online (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
Typically Offered:	Fall, Spring, Summer (Subject to Enrollment)
Prerequisites:	MAT 100 or equivalent
Corequisites:	None
Requisites:	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.

PSY 201: Introduction to Psychology

Delivery Modality:	Online (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
Typically Offered:	Fall, Spring, and Summer (Subject to Enrollment)
Prerequisites:	None
Corequisites:	None
Requisites:	None
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 Intervention Skill-Based (ISB) Experiential Learning

Delivery Modality:	Online (Online Didactic Instruction, Virtual ISB Instruction)
Semester Credits:	4 (3 Didactic, 1 ISB)
Contact Hours:	75 (45 Didactic, 30 ISB)
Outside Preparation:	An average of three (3) hours per week for every didactic credit hour
Typically Offered:	Fall, Spring, and Summer (Subject to Enrollment)
Prerequisites:	None
Corequisites:	SCI 221 (or equivalent): Human Physiology with Intervention Skill-Based (ISB) Experiential Learning
Requisites:	None
Description:	In conjunction with <i>SCI 220: Human Physiology</i> , 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 an intervention skill-based experiential learning 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 course.

SCI 221: Human Physiology with Intervention Skill-Based (ISB) Experiential Learning

Delivery Modality:	Online (Online Didactic Instruction, Virtual ISB Instruction)
Semester Credits:	4 (3 Didactic, 1 ISB)
Contact Hours:	75 (45 Didactic, 30 ISB)
Outside Preparation:	An average of three (3) hours per week for every didactic credit hour
Typically Offered:	Fall, Spring, and Summer (Subject to Enrollment)
Prerequisites:	None
Corequisites:	SCI 220 (or equivalent): Human Anatomy with Intervention Skill-Based (ISB) Experiential Learning
Requisites:	None
Description:	In conjunction with <i>SCI 220: Human Anatomy</i> , 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 human 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 an intervention skill-based experiential learning 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 course.

SCI 225: Pathophysiology

Delivery Modality:	Online (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
Typically Offered:	Fall, Spring, and Summer (Subject to Enrollment)
Prerequisites:	Minimum eight (8) semester credits of Human Anatomy and Human Physiology
Corequisites:	None
Requisites:	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.

SOC 220: Introduction to Sociology

Delivery Modality:	Online (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
Typically Offered:	Fall, Spring, and Summer (Subject to Enrollment)
Prerequisites:	None
Corequisites:	None
Requisites:	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:	Online (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
Typically Offered:	Fall, Spring, and Summer (Subject to Enrollment)
Prerequisites:	None
Corequisites:	None
Requisites:	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:	Online (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
Typically Offered:	Fall, Spring, and Summer (Subject to Enrollment)
Prerequisites:	None
Corequisites:	None
Requisites:	None
Description:	This course in speech is designed to develop each learner's ability to communicate effectively in his or her academic, business, and personal lives. An overview of various models of communication are covered, alongside discussion of the benefits and elements of effective communication processes. Both verbal and nonverbal communication are discussed; emphasis is placed on development and presentation of a variety of speech types including informative, persuasive, and special occasion.

ENG 310: Technical Writing

Delivery Modality:	Online (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
Typically Offered:	Fall, Spring, and Summer (Subject to Enrollment)
Prerequisites:	ENG 120 or equivalent
Corequisites:	None
Requisites:	None
Description:	This course focuses on the development of professional skills in the research, design, and communication of technical information. Emphasis is placed on audience analysis, clear and effective writing style, and the use of visual elements. These skills are honed through the creation, editing, and peer review of documents written in a variety of professional formats such as letters, emails, persuasive essays, and cover letters.

HUM 300: Introduction to Philosophy

Delivery Modality:	Online (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
Typically Offered:	Fall, Spring, and Summer (Subject to Enrollment)
Prerequisites:	None
Corequisites:	None
Requisites:	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.

General Electives Course Descriptions

SCI 131: Introduction to Nutrition

Delivery Modality:	Online (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
Typically Offered:	Fall, Spring, and Summer (Subject to Enrollment)
Prerequisites:	None
Corequisites:	None
Requisites:	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.

SCI 251: Microbiology with Intervention Skill-Based (ISB) Experiential Learning

Delivery Modality:	Online (Online Didactic Instruction, Virtual ISB Instruction)
Semester Credits:	4 (3 Didactic, 1 ISB)
Contact Hours:	75 (45 Didactic, 30 ISB)
Outside Preparation:	An average of three (3) hours per week for every didactic credit hour
Typically Offered:	Fall, Spring, and Summer (Subject to Enrollment)
Prerequisites:	None
Corequisites:	None
Requisites:	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 an intervention skill-based experiential learning 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 course.

ENG 320: Creative Writing

Delivery Modality:	Online (Online Didactic Instruction)
Semester Credits:	3 (3 Didactic)
Contact Hours:	45 (45 Didactic)
Outside Preparation:	An average of three (3) hours per week for every didactic credit hour
Typically Offered:	Fall, Spring, and Summer (Subject to Enrollment)
Prerequisites:	ENG 120
Corequisites:	None
Requisites:	None
Description:	This course introduces learners to the written formats of creative fiction and creative non-fiction, providing an overview of the creative writing process. Assignments will cover a wide variety of formats, including those of prose writing, poetry writing, and script writing. Through assigned readings, weekly writing prompts, and class critiques, learners will develop their sense of narrative structure, traditional plot structure, audience engagement, and standard manuscript style. Writing skills such as revision techniques, point-of-view, and theme will be explored, as will the importance of close-reading for editing and analysis purposes.

PSY 300: Human Development

Delivery Modality:	Online (Online Didactic Instruction)
Semester Credits:	3 (3 Didactic)
Contact Hours:	45 (45 Didactic)
Outside Preparation:	An average of three (3) hours per week for every didactic credit hour
Typically Offered:	Fall, Spring, and Summer (Subject to Enrollment)
Prerequisites:	PSY 201 or Equivalent
Corequisites:	None
Requisites:	None
Description:	This course is designed to give learners a broad overview of the field of human development. Covering the entire human lifespan, from conception to death, this course explores concepts, terminology, principles, and theories that comprise an introductory course in human development. Biological, cognitive, and emotional growth and development are examined within each developmental stage. Grief and bereavement and self-care for the caregiver will also be explored. Current research methods and cultural influences through the lifespan are explored and applied.

Practical Nursing Core Course Descriptions

PN 105: Foundations of Nursing-Fundamentals

Course Number	Delivery Modality	Semester Credits	Contact Hours									
			Didactic Learning					Remote	Experiential Learning			Total
			CBT	ISBP	CBP	DFC	FE	ISB	VCBC	DFC	IP	
PN 105	Online	5	37.5	9	1.5	2	-	37.5	20	20	-	127.5

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

Prerequisites: None

Corequisites: None

Requisites: SCI 220 and SCI 221

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.

PN 115: Pharmacology

Course Number	Delivery Modality	Semester Credits	Contact Hours									
			Didactic Learning					Remote	Experiential Learning			Total
			CBT	ISBP	CBP	DFC	FE	ISB	VCBC	DFC	IP	
PN 115	Online	3	45	-	-	-	-	-	-	-	-	45

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

Prerequisites: SCI 220, SCI 221, and PN 105 or equivalent

Corequisites: None

Requisites: MAT 100

Description: This course is an overview of the basic principles of 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.

PN 125: Concepts of Nursing – Health Promotion

Course Number	Delivery Modality	Semester Credits	Contact Hours									
			Didactic Learning					Remote	Experiential Learning			Total
			CBT	ISBP	CBP	DFC	FE	ISB	VCBC	DFC	IP	
PN 125	Blended	5	30	3	4.5	9	-	12	51	48	-	157.5

Outside Preparation: An average of three (3) hours per week for every didactic credit hour
 Prerequisites: SCI 220, SC221, and PN 105 or equivalent
 Corequisites: None
 Requisites: PN 115
 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.

PN 135: Concepts of Nursing in Care of Specialized Populations

Course Number	Delivery Modality	Semester Credits	Contact Hours									
			Didactic Learning					Remote	Experiential Learning			Total
			CBT	ISBP	CBP	DFC	FE	ISB	VCBC	DFC	IP	
PN 135	Blended	3	30	-	6	2	-	-	19	18	-	75

Outside Preparation: An average of three (3) hours per week for every didactic credit hour
 Prerequisites: SCI 220, SC221, and PN 105 or equivalent
 Corequisites: None
 Requisites: PN 125
 Description: This course further develops learners' ability to use the nursing process, critical thinking, therapeutic communication and basic nursing skills in caring for clients

with increasingly less predictable outcomes or demonstrating a change in health status. Clinical experiences are included to give learners the opportunity to enhance the development of clinical competency in caring for clients. Working collaboratively with other members of interdisciplinary health care teams is emphasized.

PN 145: Concepts of Nursing IP

Course Number	Delivery Modality	Semester Credits	Contact Hours									Total
			Didactic Learning					Remote	Experiential Learning			
			CBT	ISBP	CBP	DFC	FE	ISB	VCBC	DFC	IP	
PN 145	Blended	6	45	6	3.5	5	-	27.5	30	48	-	165

Outside Preparation: An average of three (3) hours per week for every didactic credit hour
 Prerequisites: SCI 220, SC221, PN 105, and PN 125 or equivalent
 Corequisites: None
 Requisites: SCI 225 or equivalent
 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 various settings. Concepts related to emotional problems, and pathological reactions to life stresses and chronic pain will be explored. An emphasis on the therapeutic relationships and the development of individualized plans of care will be presented. Communication skills, mental health assessment, and various therapeutic balance, and sensory perception will be addressed. Direct focused client care experiential learning is included to give learners the opportunity to gain experience with many of these chronic conditions.

PN 165: Concepts of Nursing IIP

Course Number	Delivery Modality	Semester Credits	Contact Hours									Total
			Didactic Learning					Remote	Experiential Learning			
			CBT	ISBP	CBP	DFC	FE	ISB	VCBC	DFC	IP	
PN 165	Blended	6	45	6	3.5	5	-	27.5	30	48	-	165

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

Prerequisites:	SCI 220, SC221, PN 105, and PN 125 or equivalent
Corequisites:	None
Requisites:	SCI 225
Description:	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. A family-centered approach is emphasized throughout the course. The learner will be introduced to the nursing care of acute clients. The course includes application to specific concepts, principles, and theories in various acute care settings. Decision-making skills and independent functioning are emphasized.

Bachelor of Science in Nursing Core Course Descriptions

BSN 205: Foundations of Nursing Fundamentals

Course Number	Delivery Modality	Semester Credits	Contact Hours									
			Didactic Learning					Remote	Experiential Learning			Total
			CBT	ISBP	CBP	DFC	FE	ISB	VCBC	DFC	IP	
BSN 205	Blended	5	37.5	9	1.5	2	-	37.5	20	20	-	127.5

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

Prerequisites: Minimum eight (8) semester credits in Human Anatomy and Human Physiology, and three (3) semester credits in college-level English*, and three (3) semester credits in college-level Math*

Corequisites: None

Requisites: PSY 201, SCI 131, and SCI 225

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 reasoning, 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.

BSN 215: Pharmacology I

BSN 215: Pharmacology I												
Course Number	Delivery Modality	Semester Credits	Contact Hours									
			Didactic Learning					Remote	Experiential Learning			Total
			CBT	ISBP	CBP	DFC	FE	ISB	VCBC	DFC	IP	
BSN 215	Online	2	30	-	-	-	-	-	-	-	-	30

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

Prerequisites: Minimum eight (8) semester credits in Human Anatomy and Human Physiology, and three (3) semester credits in college-level English*, and three (3) semester credits in college-level Math*

Corequisites: None

Requisites: PSY 201, SCI 131, and SCI 225

Description: This course is an 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 of the course 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.

BSN 225: Concepts of Nursing – Health Promotion

Course Number	Delivery Modality	Semester Credits	Contact Hours									
			Didactic Learning					Remote	Experiential Learning			Total
			CBT	ISBP	CBP	DFC	FE	ISB	VCBC	DFC	IP	
BSN 225	Blended	5	30	3	4.5	9	-	12	51	48	-	157.5

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

Prerequisites: Minimum eight (8) semester credits in Human Anatomy and Human Physiology, and three (3) semester credits in college-level English*, and three (3) semester credits in college-level Math*

Corequisites: None

Requisites: PSY 201, SCI 131, SCI 225, BSN 205, and BSN 215

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.

BSN 235: Nursing Communication and Informatics

Delivery Modality: Online (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: Minimum eight (8) semester credits in Human Anatomy and Human Physiology, and three (3) semester credits in college-level English*, and three (3) semester credits in college-level Math*

Corequisites: None

Requisites: MAT 220

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.

**BSN 246: Concepts of Nursing I*

Course Number	Delivery Modality	Semester Credits	Contact Hours									
			Didactic Learning					Remote	Experiential Learning			Total
			CBT	ISBP	CBP	DFC	FE	ISB	VCBC	DFC	IP	
BSN 246	Blended	6	45	6	3.5	5	-	27.5	30	48	-	165

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

Prerequisites: Minimum eight (8) semester credits in Human Anatomy and Human Physiology, and three (3) semester credits in college-level English*, and three (3) semester credits in college-level Math*; BSN 205 and BSN 225, or equivalent

Corequisites: None

Requisites: PSY 201, SCI 131, SCI 225, and BSN 215

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 various settings. Concepts related to emotional problems, and pathological reactions to life stresses and chronic pain will be explored. An emphasis on the therapeutic relationships and the development of individualized plans of care will be presented. Communication skills, mental health assessment, and various therapeutic balance, and sensory perception will be addressed. Direct focused client care experiential learning is included to give learners the opportunity to gain experience with many of these chronic conditions.

**Effective Spring 2021. For Fall 2020: BSN 245: Concepts of Nursing in Chronic Illness I*

**BSN 266: Concepts of Nursing in II*

Course Number	Delivery Modality	Semester Credits	Contact Hours									
			Didactic Learning					Remote	Experiential Learning			Total
			CBT	ISBP	CBP	DFC	FE	ISB	VCBC	DFC	IP	
BSN 266	Blended	6	45	6	3.5	5	-	27.5	30	48	-	165

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

Prerequisites: Minimum eight (8) semester credits in Human Anatomy and Human Physiology, and three (3) semester credits in college-level English*, and three (3) semester credits in college-level Math*; BSN 205 BSN 225 and BSN 246, or equivalent

Corequisites: None

Requisites: PSY 201, SCI 131, SCI 225 and BSN 215

Description: 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. A family-centered approach is emphasized throughout the course. The learner will be introduced to the nursing care of acute clients. The course includes application to specific concepts, principles, and theories in various acute care settings. Decision-making skills and independent functioning are emphasized.

**Effective Spring 2021. For Fall 2020: BSN 265: Concepts of Nursing in Acute Care I*

BSN 305: Pharmacology for BMTC

Course Number	Delivery Modality	Semester Credits	Contact Hours									
			Didactic Learning					Remote	Experiential Learning			Total
			CBT	ISBP	CBP	DFC	FE	ISB	VCBC	DFC	IP	
BSN 305	Distance	4	60	-	-	-	-	-	-	-	-	60

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

Prerequisites: Minimum eight (8) semester credits in Human Anatomy and Human Physiology, and three (3) semester credits in college-level English*, and three (3) semester credits in college-level Math*; BSN 215 or equivalent

Corequisites: None

Requisites: PSY 201, SCI 131, and SCI 225

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 of the course 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.

BSN 315: Pharmacology II

Course Number	Delivery Modality	Semester Credits	Contact Hours									
			Didactic Learning					Remote	Experiential Learning			Total
			CBT	ISBP	CBP	DFC	FE	ISB	VCBC	DFC	IP	
BSN 315	Distance	3	45	-	-	-	-	-	-	-	-	45

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

Prerequisites: Minimum eight (8) semester credits in Human Anatomy and Human Physiology, and three (3) semester credits in college-level English*, and three (3) semester credits in college-level Math*; BSN 215 or equivalent

Corequisites: None

Requisites: PSY 201, SCI 131, and SCI 225

Description: This course builds upon the concepts introduced in BSN 215 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.

BSN 325: Population-Based Chronic Illness and Health Promotion

Course Number	Delivery Modality	Semester Credits	Contact Hours									
			Didactic Learning					Remote	Experiential Learning			Total
			CBT	ISBP	CBP	DFC	FE	ISB	VCBC	DFC	IP	
BSN 325	Distance	4	52.5	-	-	-	22.5	-	-	-	-	75

Outside Preparation: An average of three (3) hours per week for every didactic credit hour (This course includes a practice-based direct focused client care experiential learning project which requires 22.5 tracked clock hours to receive credit for the course)

Prerequisites: Minimum eight (8) semester credits in Human Anatomy and Human Physiology, and three (3) semester credits in college-level English*, and three (3) semester credits in college-level Math*; and BSN 246

Corequisites: None

Requisites: MAT 220, PSY 201, SCI 131, and SCI 225

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.

Note: Though not classified as "direct focused client care experiential learning" contact hours in the curriculum plan, the RN-to-BSN Program requires 22.5 tracked practice-based direct focused client care experiential learning project hours in order to earn the academic credit for BSN 325.

BSN 335: Concepts of Professionalism, Management, and Leadership

Course Number	Delivery Modality	Semester Credits	Contact Hours									
			Didactic Learning					Remote	Experiential Learning			Total
			CBT	ISBP	CBP	DFC	FE	ISB	VCBC	DFC	IP	
BSN 335	Online	2	30	-	-	-	-	-	-	-	-	30

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

Prerequisites:	Minimum eight (8) semester credits in Human Anatomy and Human Physiology, and three (3) semester credits in college-level English*, and three (3) semester credits in college-level Math*
Corequisites:	None
Requisites:	None
Description:	This course will explore professionalism, management and leadership concepts, issues, roles, and functions as applied to the role of the professional nurse in various health care 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 inter-professional 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.

**BSN 346: Concepts of Nursing III*

Course Number	Delivery Modality	Semester Credits	Contact Hours									
			Didactic Learning					Remote	Experiential Learning			Total
			CBT	ISBP	CBP	DFC	FE	ISB	VCBC	DFC	IP	
BSN 346	Blended	7	52.5	3	6.5	5	-	12	52.5	71	-	202.5

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

Prerequisites: Minimum eight (8) semester credits in Human Anatomy and Human Physiology, and three (3) semester credits in college-level English*; and three (3) semester credits in college-level Math*; and BSN 246

Corequisites: None

Requisites: BSN 305 or BSN 315

Description: This course focuses on providing advanced chronic care for clients at all stages in life and with several types of physiological and psychological processes going on. The course also explores end-of-life issues related to chronic illness. Learners will synthesize knowledge from earlier courses related to health promotion and prevention and move towards providing client-centered care for people suffering from complex chronic illnesses. Learners will explore the aging process and discuss end-of-life issues as well as explore co-morbidities while managing health outcomes for chronic care patients, along with psychological conditions. Direct focused client care experiential learning is included in the course to give learners the opportunity to gain experience with many of these more complex chronic conditions.

**Effective Spring 2021. For Fall 2020: BSN 345: Concepts of Nursing in Chronic Care II and End of Life*

BSN 355: Capstone Proposal

Course Number	Delivery Modality	Semester Credits	Contact Hours									
			Didactic Learning					Remote	Experiential Learning			Total
			CBT	ISBP	CBP	DFC	FE	ISB	VCBC	DFC	IP	
BSN 355	Distance	1	15	-	-	-	-	-	-	-	-	15

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

Prerequisites: Minimum eight (8) semester credits in Human Anatomy and Human Physiology, and three (3) semester credits in college-level Math*; and BSN 246

Corequisites: None

Requisites: PSY 201, SCI 131, and SCI 225

Description: This course is a preparatory proposal course for *BSN 485: Capstone Leadership*, which will be taken the last academic semester of the BSN Program. Learners

will be completing a capstone project in the BSN Program during that final academic 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.

**BSN 366: Concepts of Nursing IV*

Course Number	Delivery Modality	Semester Credits	Contact Hours									
			Didactic Learning					Remote	Experiential Learning			Total
			CBT	ISBP	CBP	DFC	FE	ISB	VCBC	DFC	IP	
BSN 366	Blended	7	60	3	2.5	6	-	12	44	60	-	187.5

Outside Preparation: An average of three (3) hours per week for every didactic credit hour
Prerequisites: Minimum eight (8) semester credits in Human Anatomy and Human Physiology, and three (3) semester credits in college-level English*, and three (3) semester credits in college-level Math*; BSN 266 and BSN 346
Corequisites: None
Requisites: BSN 305 or BSN 315
Description: 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 (BSN 266). 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.

**Effective Spring 2021. For Fall 2020: BSN 365: Concepts of Nursing in Acute Care II and End of Life*

BSN 375: Advanced Issues in Cognition

Course Number	Delivery Modality	Semester Credits	Contact Hours									
			Didactic Learning					Remote	Experiential Learning			Total
			CBT	ISBP	CBP	DFC	FE	ISB	VCBC	DFC	IP	
BSN 375	Distance	2	30	-	-	-	-	-	-	-	-	30

Outside Preparation: An average of three (3) hours per week for every didactic credit hour
Prerequisites: Minimum eight (8) semester credits in Human Anatomy and Human Physiology, and three (3) semester credits in college-level English*, and three (3) semester credits in college-level Math*; and BSN 266
Corequisites: None
Requisites: 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 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.

BSN 395: Entry into Professional Nursing Practice

Course Number	Delivery Modality	Semester Credits	Contact Hours									
			Didactic Learning					Remote	Experiential Learning			Total
			CBT	ISBP	CBP	DFC	FE	ISB	VCBC	DFC	IP	
BSN 395	Blended	5	35	-	-	-	-	-	-	-	120	155

Outside Preparation: An average of three (3) hours per week for every didactic credit hour
Prerequisites: BSN 335
Corequisites: None
Requisites: BSN 366
Description: This course focuses on the role transition of 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 health care delivery system. Learners will participate in a clinical integrative practicum 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.

BSN 425: Gerontological Nursing

Course Number	Delivery Modality	Semester Credits	Contact Hours									
			Didactic Learning					Remote	Experiential Learning			Total
			CBT	ISBP	CBP	DFC	FE	ISB	VCBC	DFC	IP	
BSN 425	Distance	3	45	-	-	-	-	-	-	-	-	45

Outside Preparation: An average of three (3) hours per week for every didactic credit hour
Prerequisites: BSN 346
Corequisites: None
Requisites: 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.

BSN 435: Scholarship and Evidence-Based Practice in Nursing

Course Number	Delivery Modality	Semester Credits	Contact Hours									
			Didactic Learning					Remote	Experiential Learning		Total	
			CBT	ISBP	CBP	DFC	FE	ISB	VCBC	DFC	IP	
BSN 435	Distance	3	45	-	-	-	-	-	-	-	-	45

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

Prerequisites: Minimum eight (8) semester credits in Human Anatomy and Human Physiology, and three (3) semester credits in college-level English*, and three (3) semester credits in college-level Math*; and BSN 266

Corequisites: None

Requisites: ENG 310, MAT 220, and BSN 355

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 (BSN 355). 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.

BSN 445: Concepts of Nursing in the Complex Patient

Course Number	Delivery Modality	Semester Credits	Contact Hours									
			Didactic Learning					Remote	Experiential Learning			Total
			CBT	ISBP	CBP	DFC	FE	ISB	VCBC	DFC	IP	
BSN 445	Distance	3	45	-	-	-	-	-	-	-	-	45

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

Prerequisites: BSN 366 (BSN 445 may be taken concurrently with the BSN 366 Audit)

Corequisites: None

Requisites: 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.

BSN 465: Decision Making in Nursing

Course Number	Delivery Modality	Semester Credits	Contact Hours									
			Didactic Learning					Remote	Experiential Learning			Total
			CBT	ISBP	CBP	DFC	FE	ISB	VCBC	DFC	IP	
BSN 465	Distance	3	45	-	-	-	-	-	-	-	-	45

Outside Preparation: An average of three (3) hours per week for every didactic credit hour
 Prerequisites: BSN 366 (BSN 465 may be taken concurrently with the BSN 366 Audit)
 Corequisites: None
 Requisites: 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.

BSN 485: Capstone Leadership

Course Number	Delivery Modality	Semester Credits	Contact Hours									
			Didactic Learning					Remote	Experiential Learning			Total
			CBT	ISBP	CBP	DFC	FE	ISB	VCBC	DFC	IP	
BSN 445	Distance	3	45	-	-	-	-	-	-	-	-	45

Outside Preparation: An average of three (3) hours per week for every didactic credit hour (This course includes a practice-based direct focused client care experiential learning project which requires forty-five [45] tracked clock hours to receive credit for the course.)
 Prerequisites: BSN 355 and BSN 435
 Corequisites: None
 Requisites: None
 Description: This course is a follow-up course to *BSN 355: Capstone Proposal*, which was taken the first or second academic semester of the BSN Program. In this course, learners will be completing the capstone project they proposed in BSN 355. 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.

Note: Though not classified as “direct focused client care experiential learning” contact hours in the curriculum plan, the RN-to-BSN Program requires forty-five (45) tracked practice-based direct focused client care experiential learning project hours in order to earn the academic credit for BSN 485.

**The prerequisite applies starting in Fall 2019 semester.*

Master of Science in Nursing Education Core Course Descriptions

MSN 500: Clinical Prevention: Assessment & Planning

Delivery Modality:	Online (Online Didactic Instruction)
Semester Credits:	2 (Didactic Only)
Contact Hours:	30 (Didactic Contact)
Outside Preparation:	An average of three (3) hours per week for every didactic credit hour
Prerequisites:	None
Corequisites:	None
Description:	This course is a study of program planning processes for high risk and underserved aggregates. Graduate learners will explore methods of population-focused health assessment are emphasized for health promotion, disease prevention and chronic conditions management.

MSN 505: Professional Awareness in Modern Nursing

Delivery Modality:	Online (Online Didactic Instruction)
Semester Credits:	2 (Didactic Only)
Contact Hours:	30 (Didactic Contact)
Outside Preparation:	An average of three (3) hours per week for every didactic credit hour
Prerequisites:	None
Corequisites:	None
Description:	Our professional presence in therapeutic settings can support or inhibit well-being not only in patients, but also in the rest of the health care team, in the family and support system of the patients, and in the health care organization. This course will help the graduate learner manage this impact by recognizing situations and practices that support a positive environment and cultivating actions and responses to achieve and maintain this environment. The growth of self-knowledge will expand nurses' ability to direct influence in ways that are intended rather than in random or destructive ways.

MSN 510: Healthcare Policy and Global Health Trends

Delivery Modality:	Online (Online Didactic Instruction)
Semester Credits:	2 (Didactic Only)
Contact Hours:	30 (Didactic Contact)
Outside Preparation:	An average of three (3) hours per week for every didactic credit hour
Prerequisites:	None
Corequisites:	None
Description:	Social, political, and economic factors influence policies that impact health outcomes in communities, nationally and globally. Nurse leaders need to understand the determinants of health as well as how legal and regulatory processes, healthcare finances, research, the role of professional organizations, and special interest groups/lobbyists impact health outcomes. This course provides a framework for understanding the organization of healthcare delivery and financing systems in the U.S. and other nations. It addresses how policies are made and factors that influence policies at local, national, and global levels that impact health/wellness and the nursing profession. The roles of values, ethical theories, stakeholder interests, research, and recent legislation related to health policy and health outcomes will be explored. The graduate learner will gain expertise in effecting change through active participation in influencing or developing policies that impact health.

MSN 515: Healthcare Statistics

Delivery Modality: Online (Online Didactic Instruction)
Semester Credits: 2 (Didactic Only)
Contact Hours: 30 (Didactic Contact)
Outside Preparation: An average of three (3) hours per week for every didactic credit hour
Prerequisites: None
Corequisites: None
Description: This course focuses on upon the application of statistical methods and data analysis in the healthcare professions related to evidence-based practice.

MSN 520: Research Methods and Applications in Nursing

Delivery Modality: Online (Online Didactic Instruction)
Semester Credits: 3 (Didactic Only)
Contact Hours: 45 (Didactic Contact)
Outside Preparation: An average of three (3) hours per week for every didactic credit hour
Prerequisites: None
Corequisites: None
Description: This course explores the methodology and application of nursing research and its relevancy to nursing education, nursing practice, and the learner's specialty focus area. Emphasis is on research design, implementation and application of research. The graduate learner will also explore evidence-based practice models, quality improvement models, and grading levels of evidence.

MSN 530: Advanced Nursing Informatics and Technological Applications

Delivery Modality: Online (Online Didactic Instruction)
Semester Credits: 3 (Didactic Only)
Contact Hours: 45 (Didactic Contact)
Outside Preparation: An average of three (3) hours per week for every didactic credit hour
Prerequisites: None
Corequisites: None
Description: This course examines a variety of informatics theories, models, and issues within complex healthcare systems. Graduate learners will examine complementary roles of master's level-prepared nursing information technology professionals, including informaticists and quality officers. Content is directed toward assisting the student to understand system planning, analysis, implementation and evaluation. Learners will analyze current and emerging technologies; data management; ethical legal and regulatory best-practice evidence; and bio-health informatics using decision-making support systems at the point of care.

MSN 540: Systems Leadership and Innovation

Delivery Modality:	Online (Online Didactic Instruction)
Semester Credits:	2 (Didactic Only)
Contact Hours:	30 (Didactic Contact)
Outside Preparation:	An average of three (3) hours per week for every didactic credit hour
Prerequisites:	None
Corequisites:	None
Description:	This course explores the foundations of leadership and system innovation and develop the necessary skills to lead change and to create evidence on where change is most needed, how innovation can be developed and implemented and how to systematically assess the impact of change on all aspects of the health system.

MSN 550: Teaching Pathophysiology Across the Lifespan

Delivery Modality:	Online (Online Didactic Instruction)
Semester Credits:	3 (Didactic Only)
Contact Hours:	45 (Didactic Contact)
Outside Preparation:	An average of three (3) hours per week for every didactic credit hour
Prerequisites:	None
Corequisites:	None
Description:	This course provides the opportunity to acquire advanced knowledge and skills in the therapeutic use of pharmacologic agents, herbals, and supplements. Graduate learners will explore the pathophysiology of major health problems and the effects of culture, ethnicity, age, pregnancy, gender, healthcare setting, and funding will be examined. Emphasis on the concepts for teaching pathophysiology as nursing-related measures for health promotion, disease prevention, and chronic disease management for diverse populations across the lifespan.

MSN 560: Teaching Advanced Assessment Across the Lifespan

Delivery Modality:	Online (Online Didactic Instruction)
Semester Credits:	3 (Didactic Only)
Contact Hours:	45 (Didactic Contact)
Outside Preparation:	An average of three (3) hours per week for every didactic credit hour
Prerequisites:	None
Corequisites:	None
Description:	This course emphasizes the transfer of knowledge to clinical practice as graduate learners apply teaching-learning theory and assessment techniques to the healthcare of clients of all ages and the education of professional caregivers. Analysis and synthesis of assessment findings are related to relevant client history, cultural and psychosocial client characteristics, normal anatomy and physiology, and normal growth and development.

MSN 580: Teaching Pharmacology across the Lifespan

Delivery Modality:	Online (Online Didactic Instruction)
Semester Credits:	3 (Didactic Only)
Contact Hours:	45 (Didactic Contact)
Outside Preparation:	An average of three (3) hours per week for every didactic credit hour
Prerequisites:	None
Corequisites:	None
Description:	This course provides the opportunity to acquire advanced knowledge and skills in the therapeutic use of pharmacologic agents, herbals, and supplements. The graduate learner will explore the pharmacologic treatment of major health problems and examine the principles of pharmacogenomics. The effects of culture, ethnicity, age, pregnancy, gender, healthcare setting, and funding of pharmacologic therapy will be examined. Emphasis on the concepts for teaching pharmacology as nursing-related measures for health promotion, disease prevention, and chronic disease management for diverse populations across the lifespan.

MSN 620: Adult Education and Online Learning

Delivery Modality:	Online (Online Didactic Instruction)
Semester Credits:	3 (Didactic Only)
Contact Hours:	45 (Didactic Contact)
Outside Preparation:	An average of three (3) hours per week for every didactic credit hour
Prerequisites:	None
Corequisites:	None
Description:	This course examines the contemporary issues of nursing education. Graduate learners will explore how changes in the economy, advancements in science, and the explosion of technology have created a paradigm shift in nursing education. Learners will further explore the role of the educator and the application of innovative education strategies. While traditional contexts for learning are included, students will focus on modern technology and trends in adult nursing education and online learning. A focus on andragogy and the adult learner is an important element of this course.

MSN 640: Curriculum & Instruction in Nursing

Delivery Modality:	Online (Online Didactic Instruction)
Semester Credits:	3 (Didactic Only)
Contact Hours:	45 (Didactic Contact)
Outside Preparation:	An average of three (3) hours per week for every didactic credit hour
Prerequisites:	None
Corequisites:	None
Description:	This course is an examination of the philosophical and historical influences in nursing education within a contemporary context for curricula development. Graduate learners will explore curriculum development, educational philosophy, theories and models, instruction and evaluation, as well as e-learning, simulations, and current technology in nursing education. Pedagogical frameworks for designing and implementing instructional experiences are used to develop curricular objectives, select and organize content, and plan program evaluation strategies.

MSN 660: Teaching Methodology in Nursing

Delivery Modality:	Online (Online Didactic Instruction)
Semester Credits:	3 (Didactic Only)
Contact Hours:	45 (Didactic Contact)
Outside Preparation:	An average of three (3) hours per week for every didactic credit hour
Prerequisites:	None
Corequisites:	None
Description:	This course is an examination of role development and practical methods for effective teaching. The selection, application, and evaluation of teaching tools and strategies in the context of health education, continuing education, staff development; classroom and clinical instruction is examined.

MSN 670: Nursing Education Field Experience

Delivery Modality:	Online (Online Didactic Instruction)
Semester Credits:	4 (Integrative Practicum)
Contact Hours:	180 (Integrative Practicum)
Outside Preparation:	An average of three (3) hours per week for every didactic credit hour
Prerequisites:	MSN 620, MSN 640, and MSN 660
Corequisites:	MSN 680
Description:	This course is one (1) of the final two (2) courses in the MSNEd Program. Learners work in this course concurrently with <i>MSN 680: Nursing Education Capstone</i> course to complete a program summative project to demonstrate achievement of course and program outcomes. The Nursing Education Field Experience provides the graduate learner with an opportunity to work collaboratively within the organization where employed to address an identified nursing problem, need, or gap in current practices. Learners then work to promote a practice change, quality improvement, or innovation that is based on the existing evidence and best practices.

MSN 680: Nursing Education Capstone

Delivery Modality:	Online (Online Didactic Instruction)
Semester Credits:	2 (Didactic Only)
Contact Hours:	30 (Didactic Contact)
Outside Preparation:	An average of three (3) hours per week for every didactic credit hour
Prerequisites:	MSN 620, MSN 640, and MSN 660
Corequisites:	MSN 670
Description:	This course is one (1) of the final two (2) courses in the MSNEd Program. Learners work in this course concurrently with <i>MSN 670: Nursing Education Field Experience</i> course to complete a program summative project to demonstrate achievement of course and program outcomes. The capstone course is a scholarly project that addresses an issue, need, gap or opportunity resulting from an identified in nursing education or health care need. The capstone project provides the opportunity for the graduate learner to demonstrate competency through design, application and evaluation of advanced nursing knowledge and higher-level leadership skills for ultimately improving health outcomes

OFFICERS, MANAGEMENT, FACULTY, AND STAFF

Note: The following list is updated only during Catalog and addenda publications. For the most up-to-date list go to: <https://nightingale.edu/faculty-and-staff/>

Executive		
Shneyder, Mikhail	President and CEO	Master of Business Administration; University of California, Berkeley, CA
Tanner, Jonathan	Vice President and Chief Business Partnerships & Business Development Officer	Master of Business Administration; Brigham Young University, Provo, UT
Reams, Thomas	Vice President and Chief Financial Officer	Master of Science in Accounting; Western Governors University, Salt Lake City, UT
Nursing Education		
Auer, Audrey	Director, Nursing Education Services	Doctor of Philosophy in Nursing; South Dakota State University, Sioux Falls, SD
Larson, Laraine	Senior Manager, Nursing Education Services	Master of Science in Nursing; Western Governors University, Salt Lake City, UT
McDaniel, Tameka	Senior Manager, Nursing Education Services	Doctor of Nursing Practice in Health Systems Leadership; Chamberlain University, Downers Grove, IL
Corker, Theresa	Manager, Programmatic Accreditation	Doctor of Education in Teaching in Learning, The University of St. Augustine for Health Science, St. Augustine, FL
Reyes, Jimmy	Manager, Nursing Graduate Programs	Doctor of Nursing Practice; University of Iowa, Iowa City, IA
Walker, Jessica	Manager, NCLEX Success	Master of Science in Nursing; Grand Canyon University, Phoenix, AZ
Dawson-Skuza, Christina	Manager, Nursing Education Services Academics	Master of Science in Nursing Education; Western Governors University, Salt Lake City, UT
Hardinger, Monte	Manager, Nursing Education Services Academics	Master of Science in Nursing; Weber State University, Ogden, UT
Leone, Caroline	Manager, Nursing Education Services Academics	Master of Science in Nursing; Weber State University, Ogden, UT
Meyer, Cory	Manager, Nursing Education Services Academics	Master of Science in Nursing; Western Governors University, Salt Lake City, UT
Salvesen, Savannah	Manager, Nursing Education Services Academics	Master of Science in Nursing; Western Governors University, Salt Lake City, UT

Swenson, Shantell	Coordinator, Nursing Education Services	Bachelor of Science in Paralegal; Kaplan University, Chicago, IL
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Barrus, LouAnn	Assistant Professor	Master of Science in Nursing, Western Governors University, Salt Lake City, UT
Corpus, Nicole	Assistant Professor	Master of Science in Nursing; Grand Canyon University, Phoenix, AZ
Hopkins, Thomas	Assistant Professor	Master of Science in Nursing; Drexel University, Philadelphia, PA
McClannahan, Deborah	Assistant Professor	Master of Science in Nursing; Northwest Nazarene University, Nampa, ID
Sargent, Shani	Assistant Professor	Master of Science in Nursing Education; Western Governors University, Salt Lake City, UT
Sturman, Christine	Assistant Professor	Master of Science in Nursing; Northwest Nazarene University, Nampa, ID
Turnbull, Katherine	Assistant Professor	Master of Science in Nursing; Holy Names University, Oakland, CA
Udy, Kirsten	Assistant Professor	Master of Science in Nursing; Weber State University, Ogden, UT
Ward, LaRae	Assistant Professor	Masters in Nursing; University of Nevada Las Vegas, Las Vegas, NV
Orloski, Angela	Instructor	Master of Science in Nursing; Walden University, Minneapolis, MN
Bentley, Mathew	Assistant Professor	Master of Science in Nursing; Western Governors University, Salt Lake City, UT
MacElwee, Ashley	Assistant Professor	Master of Science in Nursing; Weber State University, Ogden, UT
Politte, Kelly	Assistant Professor	Master of Science in Nursing; University of Wyoming, Laramie, WY
Larson, Tracy	Assistant Professor	Master of Science in Nursing; Western Governors University, Salt Lake City, UT
Miller, Marleen	Assistant Professor	Master of Science in Nursing; Ball State University, Muncie, IN

Santibanez, April	Assistant Professor	Master of Science in Nursing; Capella University, Minneapolis, MN
Smith, Cynthia	Assistant Professor	Master of Science in Nursing; Georgia Southern University, Statesboro, GA
Blair, Rebecca	Assistant Professor	Doctor of Nursing Practice; Purdue University Global, Chicago, IL
Clayson, Joey	Assistant Professor	Master of Science in Nursing; Western Governors University, Salt Lake City, UT
Clemons, Teen	Assistant Professor	Doctorate of Nursing Practice, Georgia College and State University, Milledgeville, GA
Dunn, Katelyn	Assistant Professor	Master of Science in Nursing Education; The University of Texas at El Paso, El Paso, TX
Stonehouse, Wendy	Assistant Professor	Master of Science in Nursing; Waynesburg University, Waynesburg, PA
Whisenant, Laurie	Assistant Professor	Master of Science in Nursing; Grand Canyon University, Phoenix, AZ
Leslie, Lacey	Assistant Professor	Master of Science in Nursing; Purdie Global University, Chicago, IL
Abraham, Dexter	Assistant Professor	Master of Arts in Nursing Administration; St. Bernadette of Lourdes, Quezon City, Philippines
Al Smadi, Lara	Assistant Professor	Master of Science in Nursing Education; University of Texas, Arlington, Tx
Anthony, Loren	Assistant Professor	Master of Science in Nursing; University of Phoenix, Phoenix, AZ
Burke, Tammy	Assistant Professor	Master of Science in Nursing; Touro University Nevada, Henderson, NV
Cabantog, Lyndolyn	Assistant Professor	Doctor of Philosophy in Nursing Education; Capella University, Minneapolis, MN
Daniels, D. Kim	Assistant Professor	Masters in Nursing Education; Capella University, Minneapolis, MN
Gob, Irene Joy	Assistant Professor	Master of Science in Nursing Education; Western Governors University, Salt Lake City, UT
Lau, Suzanne	Assistant Professor	Master in Nursing Education; University of Nevada, Las Vegas, NV

McCafferty, Dianne	Assistant Professor	Master of Science in Clinical Nursing; University of San Diego, San Diego, CA
Mejia, Francis	Assistant Professor	Master of Science in Nursing; Grand Canyon University, Phoenix, AZ
Obasi, Esperanza	Assistant Professor	Master of Science in Nursing; University of Phoenix, Phoenix, AZ
Serratore, Reiji	Assistant Professor	Doctor of Philosophy in Education; Capella University, Minneapolis, MN
Weiss, Joanne	Assistant Professor	Master of Science in Nursing; University of Arizona, Tucson, AZ
Bergman, Sandra	Assistant Professor	Doctor of Philosophy in Nursing Education; Liberty University, Lynchburg, VA
Dudgeon, Dean	Assistant Professor	Masters of Science in Nursing; University of Washington; Bothell, WA
Bramwell, Mindy	Assistant Professor	Master of Science in Nursing; Western Governors University, Salt Lake City, UT
Jenkins, Hailey	Assistant Professor	Master of Science in Nursing; Western Governors University, Salt Lake City, UT
Cosens, Mikel	Assistant Professor	Master of Science in Nursing; University of Phoenix, Phoenix, AZ
Denker, Jennie	Assistant Professor	Master of Science in Nursing; University of Phoenix, Phoenix, AZ
Galvez, Brenda	Assistant Professor	Master of Science in Nursing Education; Western Governors University, Ogden, Utah
Grayson, Alisha	Assistant Professor	Master of Science in Nursing; Walden University, Minneapolis, MN
Gritton, Sherry	Assistant Professor	Master of Science in Nursing; Liberty University, Lynchburg, VA
Hall, Tanisha	Assistant Professor	Master of Science in Nursing Education; Kaplan University, Ft. Lauderdale, FL
Hanning, Tina	Assistant Professor	Master's Degree in Nursing Education; Purdue Global University, Davenport, IA
Hendrix, Robin	Assistant Professor	

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Nielson, Gina	Assistant Professor	Master of Science in Nursing; Western Governors University, Salt Lake City, UT
Pearce, JoAnne	Assistant Professor	Master of Science in Nursing; University of Northern Colorado, Greeley, CO
Scherer, Teresa	Assistant Professor	Master of science in Nursing; Idaho State University, Pocatello, ID
Elespuru, Mathew	Assistant Professor	Master of Science in Nursing; Aspen University, Denver, CO
Fischer, Carrie	Assistant Professor	Master of Science in Nursing Education; Western Governors University, Salt Lake City, UT
Phillips, Brad	Assistant Professor	Master of Science in Nursing; Western Governors University, Salt Lake City, UT
Rodriguez, Luis	Assistant Professor	Doctor of Nursing Practice; University of Science, Art and Technology, Jefferson County, CO
Schwartz, Laury	Assistant Professor	Masters of Science in Nursing Education; Western Governors University, Salt Lake City, UT
Sincerbeaux, Karen	Assistant Professor	Master of Science in Nursing with an emphasis in Education; Western Governors University, Salt Lake City, UT
Suisse, Tamera	Assistant Professor	Masters of Science in Nursing; Weber State University, Ogden, UT
Winters, Nichole	Assistant Professor	Master of Science in Nursing; University of Utah, Salt Lake City, UT
Messinger, Beth	Assistant Professor	Master of Science in Nursing; Walden University, Minneapolis, MN
Halladay, Denise	Assistant Professor	Master of Science in Nursing; Western Governors University, Salt Lake City, UT
Workman, Brad	Assistant Professor	Master of Science in Nursing; Brigham Young University, Provo, UT
McClary, Patty	Assistant Professor	Master of Science in Nursing; Boise State University, Boise, ID

Beaver, Laura Anne	Assistant Professor	Master of Science in Nursing; Northwest Nazarene University, Nampa, ID
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Kern, Judy	Instructor	Bachelor of Science in Nursing; Idaho State University, Pocatello, ID
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Bradley, Stephen	Assistant Professor, General Education	Doctor of Philosophy in Microbiology and Biochemistry; University of Idaho, Moscow, ID
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Burton, Shannon	Assistant Professor, General Education	Doctor of Philosophy in Education, Capella University, Minneapolis, MN
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Davis, Catherine	Assistant Professor, General Education	Master of Arts in History; Millersville University of Pennsylvania, Millersville, PA & Master of Arts in Religion; Lancaster Theological Seminary, Lancaster, PA
Davis, StaLynn	Assistant Professor, General Education	Master of Arts in History; University of Illinois - Springfield, Springfield, IL

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Felker, Lindsay	Assistant Professor, General Education	Doctor of Nursing Practice; University of Utah, Salt Lake City, UT
Flores, Helena	Assistant Professor, General Education	Master of Nursing; Liberty University, Lynchburg, VA
Goff, Kamri	Assistant Professor, General Education	Master of Arts in British Literature; Weber State University, Ogden, UT
Hanridge, Amy	Assistant Professor, General Education	Master of Fine Arts in Writing; Spalding University, Louisville, KY
Henrickson, Celeste	Assistant Professor, General Education	Doctor of Philosophy in Anthropology; University of California, Berkeley, CA
Jacobson, Jacqueline	Assistant Professor, General Education	Master of Science in Mathematical Science; Florida International University, Miami, FL
Jory, Justin	Assistant Professor, General Education	Master of Arts in English Writing; Colorado State University, Fort Collins, CO
Krings, Tyler	Assistant Professor, General Education	Doctor of Physical Therapy; Western Carolina University, Cullowhee, NC
Krouse, Cheryl	Assistant Professor, General Education	Master of Science in Health and Human Performance, Canisius College, Buffalo, NY
Michas, Stephen	Assistant Professor, General Education	Doctor of Philosophy in Psychology; Capella University, Minneapolis, MN
Migel, Zachary	Assistant Professor, General Education	Master of Physician Assistant Studies; Idaho State University, Pocatello, ID
Minter, Genevieve	Assistant Professor, General Education	Doctor of Philosophy in Sociology; University of Nevada, Las Vegas, NV
Nowers, Holly	Assistant Professor, General Education	Master of Arts in Math Education; Western Governors University, Salt Lake City, UT

Porter, Olivia	Assistant Professor, General Education	Master of Arts in Liberal Studies; Hamline University, St. Paul, MN
Reidenbach, Amy	Assistant Professor, General Education	Master of Science in Human Nutrition; Eastern Michigan University, Ypsilanti, MI
Sponseller, Beth	Assistant Professor, General Education	Master of Science in Nutrition Education; Rosalind Franklin University of Medicine and Science, Chicago, IL
Thompson, Brent	Assistant Professor, General Education	Master of Health Leadership; Western Governors University, Salt Lake City, UT
Torres-Roman, Julissa	Assistant Professor, General Education	Master of Science in Biology; Montclair State University, Montclair, NJ
Tukufu, Darryl	Assistant Professor, General Education	Doctor of Philosophy in Sociology; University of Akron, Akron, OH
Velarde, Annette	Assistant Professor, General Education	Doctor of Philosophy in Human Science; Saybrook University, Oakland, CA
Wachtmann, Braden	Assistant Professor, General Education	Master of Science in Microbiology and Cell Science; University of Florida, Gainesville, FL
Walton, Julie	Assistant Professor, General Education	Doctor of Pharmacy; University of Southern California, Los Angeles, CA
Warner, Abigail	Assistant Professor, General Education	Master of Arts in Math Education; Western Governors University, Salt Lake City, UT
Webster-Dahl, Lori	Assistant Professor, General Education	Doctor of Physical Therapy; Simmons University, Boston, MA
Williams, Angenita	Assistant Professor, General Education	Master of Arts in English; Purdue University, Indianapolis, IN
Williams, Kara	Assistant Professor, General Education	Master of Science in Physician Assistant Studies; South College School of Physician Assistant Studies, Nashville, TN
Williams, Sandra	Assistant Professor, General Education	Master of Arts in Communication; Marist College, Poughkeepsie, NY
Wyckoff, Nathan	Assistant Professor, General Education	Master of Fine Arts in Fiction; Southern New Hampshire University, Manchester, NH
Yates, Heidi	Assistant Professor, General Education	Master of Arts in English Language; Brigham Young University, Provo, UT
Curriculum		

Kolde, Juliet	Director, Learning Resources	Doctor of Philosophy in Nursing Education and Administration; William Carey University, Hattiesburg, MS
Ackerman, Patty	Manager, Curriculum Nursing Education Services	Doctor of Nursing Practice; Frontier Nursing University, Lexington, KY
Muir, Jessica	Manager, Special Projects	Master of Science in Nursing; Western Governors University, Salt Lake City, UT
Rush, Steven	Manager, Learning Design	Doctor of Philosophy in Nursing; University of California San Francisco, San Francisco, CA
Parker-Byland, Amanda	Assistant Manager, Curriculum, Simulation and Technology	Master of Science in Nursing Education; Indiana Wesleyan University, Marion, IN
Bennett, Allison	Assistant Manager, Curriculum, Simulation and Technology	Master of Science in Nursing; University of Colorado, Denver, CO
Gabelmann, Kimberly	Assistant Manager, Curriculum	Master of Educational Technology; Boise State University, Boise, ID
Mortensen, Jennifer	Assistant Manager, Curriculum	Master of Education in Instructional Technology & Learning; Utah State University, Logan, UT
Academic Technology		
Young, Carson	Manager, Academic and Technology Services	
Cruz, Gerard	Assistant Manager, Academic Technology	Bachelor of Science in Information Technology; Purdue University Global, Chicago, IL
Hanley, Crystal	Senior Coordinator, Academic Technology Support	Master of Library Science; Texas Woman's University, Denton, TX
Larson, Emma	Senior Coordinator, Academic Technology Support	
Weyland, Ryan	Tier One Support Agent, Academic Technology Support	
Learner Experience		
Olsen, Jeffrey	Vice President, Learner Experience & Provost	Doctor of Philosophy in Instructional Technology and Learning Sciences; Utah State University, Logan UT
Welker, Catherine	Manager, Learner Resources & Librarian	Master of Library and Information Science; Emporia State University, Emporia, KS
Nielsen, Dina	Senior Manager, Learner Support Services	Doctor of Philosophy in Higher Education Leadership; University of Nevada, Las Vegas, NV

Gonzalez, Josue	College Navigator	
Jones, Sarah	College Navigator	Bachelor of Science in Psychology; Southern Utah University, Cedar City, UT
Meeks, Haydin	College Navigator	Bachelor of Science in Behavioral Science; Utah Valley University, Orem, UT
Moore, Martin	LCAS Manager	Bachelor of Science in Exercise and Sports Science, University of Utah, Salt Lake City, UT
Doederlein, Quinn	Assistant, LCAS	
Jones, Jonathon	Assistant, LCAS	
Staker, Abbey	Assistant, LCAS	
Pruyne Sr., Jeffrey	Manager, Learner Advising and Life Resources	Master of Education in Counseling & Psychotherapy; Notre Dame College, Manchester, NH
Hanlon, Samantha	Lead Counselor, LALR	Master of Arts in Counseling; University of San Francisco, CA
Solimeno, Lauralee	Counselor, LALR	Bachelor of Integrated Studies; Weber State University, Ogden, UT
Bell, Madeleine	Counselor, LALR	Bachelor of Social Work in Human Development; University of Utah, Salt Lake City, UT
Lopez, David	Lead Counselor, LALR	Master of Arts in Higher Education; Argosy University, Draper, UT
Maddock, Sarah	Counselor, LALR	Masters in Social Work in Global Social Work; University of Utah, Salt Lake City, UT
Young, Spencer	Counselor, LALR	Bachelor of Arts in Psychology; Brigham Young University, Provo, UT
Hanson, Kari	Military Counselor, LALR	Master of Social Work in Social Work; Our Lady of the Lake University, San Antonio, TX
Registrar		
Anderson, Jannette	Registrar	Bachelor of Liberal Arts; Utah State University, Logan, UT
Acuna, April	Senior Associate Registrar	Bachelor of Science in Business Administration; Provo College, Provo, UT

Agovic, Irma	Associate Registrar	
Havey, Tamra	Associate Registrar	
Jackson, Matthew	Associate Registrar	Bachelor of Science in Psychology and Communication; Weber State University, Ogden, UT
Lautaimi, Letisia	Associate Registrar	Master of Science in Psychology; Southern New Hampshire University, Manchester, NH
Robertson, Desa-Rae	Associate Registrar	Master of Social Work in Social Work; University of Utah, Salt Lake City, UT
Financial Aid		
McCormick, Noemi	Interim Director, Financial Aid	Bachelor of Science in Business Administration; University of Maryland University College, Adelphi, MD
Gordon, Kim	Manager, Financial Aid	Bachelor of Science in Guidance and Counseling; District of Columbia Teachers College, Washington, DC
Nazario, Marissa	Senior Processor, Financial Aid	Bachelor of Fine Arts; University of South Florida, Tampa, FL
Brown, Chari	Processor, Financial Aid	Bachelor of Arts in Healthcare Administration; Ashford University, San Diego, CA
Duque, Concepcion	Processor, Financial Aid	
Pfeil, Arica	Processor, Financial Aid	Bachelor of Science in Psychology; University of Utah, Salt Lake City, UT
Hansen, Kateryna	Processor, Financial Aid	Bachelor of Arts in Commercial and Labor Law; Interregional Academy of Personal Management, Sumy, Ukraine
Juarez, Alessandra	Processor, Financial Aid	Associate of Science Office Management; Eagle Gate College, Murray, UT
Ouren, Rebecca	Processor, Financial Aid	Bachelor of Science in Psychology; Westminster College, Salt Lake City, UT
Colombari, Chelsea	Senior Advisor, Financial Aid	Associate of Science in Applied Accounting; University of Alaska Fairbanks, Fairbanks, AK
Anderson, Lydia	Advisor, Financial Aid	Associate in General Studies; Utah State University, Logan, UT

Conklin, Theresa	Advisor, Financial Aid	Master of Public Administration; Grand Canyon University, Phoenix, AZ
Flores-Alvarez, Edelin	Advisor, Financial Aid	Master of Arts in Teaching; National University, Woodland, CA
Johnson, Jadrian	Advisor, Financial Aid	Bachelor of Science in Entrepreneurial Studies; Grand Canyon University, Phoenix, AZ
Martin, Misha	Advisor, Financial Aid	Bachelor of Science in Philosophy; Utah Valley University, Orem, UT
Morgan, Skyler	Advisor, Financial Aid	Bachelor of Science in Health, Society and Policy; University of Utah, Salt Lake City, UT
Scannell, Emma	Advisor, Financial Aid	Bachelor of Arts in Dancer Performance and Choreography; Hope College, Holland, MI
Shaffer, Diane	Advisor, Financial Aid	Bachelor of Arts in English; Brigham Young University, Provo, UT
Waters, Stephanie	Advisor, Financial Aid	Associates Degree in Education; Salt Lake Community College, Salt Lake City, UT
Zoleto, Leslie	Advisor, Financial Aid	
Morgan, Rochelle	Trainer, Financial Aid	
Admissions		
Reece, Jeana	Senior Director, Enrollment	Bachelor of Science in Health Care Administration; Idaho State University, Pocatello, ID
McVay, Stacie	Director, Admissions	
Christlieb, Rebecca	Interim Manager, Admissions	Master of Business Administration; University of Phoenix, Tempe, AZ
Bush, Andrea	Team Lead, Admissions	
Dials, Katherine VL	Team Lead, Admissions	Bachelor of Arts in Social Science; University of Wyoming, Laramie, WY
Jewkes, Katelyn	Team Lead, Admissions	
Cote, Tara	Senior Advisor, Admissions	Associate Degree in Criminal Justice; Eagle Gate College, Layton, UT

Paskett, Melissa	Senior Advisor, Admissions	Bachelor of Arts in English; Weber State University, Ogden, UT
Allen, Raymond	Advisor, Admissions	Associate Degree in Warehousing and Logistics; Henry Ford Community College, Dearborn, MI
Anderson, Ezra	Advisor, Admissions	Bachelor of Science in Psychology; University of the Cumberland's, Williamsburg, KY
Cantwell, Jennifer	Advisor, Admissions	Associate of Science in General Studies; Weber State University, Ogden, UT
Fox, Hannah	Advisor, Admissions	Master of Business; Strayer University, Washington DC
Gibbs, Amariah	Advisor, Admissions	Bachelor of Arts in Children Studies; Eastern Washington University, Cheney, WA
Gulzar, Elizabeth	Advisor, Admissions	Bachelor of Science in Business Management; Brigham Young University, Provo, UT
Hyer, Dustin	Advisor, Admissions	Bachelor of Science in Political Science; University of Utah, Salt Lake City, UT
Jackson, Valerie	Advisor, Admissions	Bachelor of Arts in Healthcare Administration; Ashford University, San Diego, CA
Lewis, Jasmine	Advisor, Admissions	Bachelor of Science in Communication; Southern Utah University, Cedar City, UT
Martinez, Amanda (Marti)	Advisor, Admissions	Bachelor of Arts in Psychology; Western Kentucky University, Bowling Green, KY
Mayberry, Brandi	Advisor, Admissions	
McDonald, Laurie	Advisor, Admissions	Associate of Science in Biology; Salt Lake Community College, Salt Lake City, UT
Miller, Donna	Advisor, Admissions	Bachelor of Science in Sociology; University of Utah, Salt Lake City, UT
Nelson, Sarah	Advisor, Admissions	Bachelor of Science in Horticulture; Brigham Young University Idaho, Rexburg, ID
Rowley, Madeleine	Advisor, Admissions	Bachelor of Science in Sociology; Weber State University, Ogden, UT
Snyder, Jared	Advisor, Admissions	Bachelor of Arts in Anthropology; Southeast Missouri State University, Cape Girardeau, MO

Southworth, Heath	Advisor, Admissions	Masters Degree in Communications; Colorado Technical University, Colorado Springs, CO
Stanley, Michelle	Advisor, Admissions	Associate Degree; Salt Lake Community College, Salt Lake City, UT
Weaver, Russell	Advisor, Admissions	Master of Science in Management & Leadership; Western Governors University, Salt Lake City, UT
Fraire, Whitney	Assistant, Admissions	Bachelor of Science in Sociology; Brigham Young University - Idaho, Rexburg, ID
Kenney, Jayson	Assistant, Admissions	Associate of Behavioral Science; Utah Valley University, Orem, UT
Tubby, Oyate	Assistant, Admissions	
Luu, Angela	Receptionist, Admissions	Bachelors of Science in Biology; Roanoke College, Salem, VA
College Support Services		
Owens, Kendra	Vice President, Accounting and Finance	Master of Business Administration; Weber State University, Ogden, UT
Conner, Lisa	Staff Accountant	
Furlong, Jeffrey	Specialist, Funding	Master of Education; University of Utah, Salt Lake City, UT
Hallman, Cayleena	Specialist, Accounts Receivable	Bachelor of Science in Accounting; Southern New Hampshire University, Manchester, NH
Schmitt, Crystal	Specialist, Accounts Receivable	Associate of Business Administration; Glendale Community College, Glendale, CA
Davidson, Katy	Coordinator, Learner Accounts	Bachelor of Science in Political Science; Brigham Young University - Idaho, Rexburg, ID
Marston, Scott	Coordinator, Learner Accounts	Juris Doctor; Cecil C. Humphreys School of Law, Memphis, TN
Morris, Jennifer	Director, Corporate Compliance	Bachelor of Science in Business Management; Western Governors University, Salt Lake City, UT
Halladay, Blake	Senior Manager, Partnerships	Associate of Science in Nursing; Nightingale College, Ogden, UT
Janke, Julie	Regional Manager, Partnerships	Bachelor of Science in Health, Society and Policy; University of Utah, Salt Lake City, UT

Peterson, Robert	Regional Manager, Partnerships	Master of Business Administration; University of Phoenix, Tempe, AZ
Tueller, Laurie	Area Development Manager, Partnerships	
Zuber Jr, Stanley	Regional Manager, Partnerships	Associates Degree in Health Sciences; Luzerne County Community College, Nanticoke, PA
Davis, BreAnn	Coordinator, Partnerships & State Authorizations	
Michael, Shannon	Director, Communications	
Bentz, Richard	Senior Manager, Marketing	Bachelor of Science in Marketing and Finance; University of Utah, Salt Lake City, UT
Coughran, Ben	Specialist, Social Media	
Turpin, Siera	Coordinator, Marketing	Bachelor of Science in Communications; Utah Valley University, Orem, UT
Johnson, Zachary	Research Analyst	Bachelor of Science in Biology; Lake Superior State University, Sault Ste. Marie, MI
Simonsen, Brandon	Research Analyst	Bachelor of Science, Statistics; Utah Valley University, Orem, UT
Christensen, Grey	Manager, IT	
Foulger, Ashton	Coordinator, Information Technology	
Crane, Tenace	Administrator, Sharepoint & Automation	
Lott, Sterling	Help Desk Support	Associate of Applied Science; Chandler-Gilbert Community College, Chandler, AZ
Skipps, Penina	Manager, College Operations Support	
Huff, Andria	Administrative Assistant, College Operations Support	
Autagne, Kalie	Receptionist	
Collaborator Support Services		

Palacios, Marianne	Vice President, Collaborator Experience	Bachelor of Science in Psychology; Weber State College, Ogden, UT
Black, Tarah	Senior Manager, Collaborator Experience	Bachelor of Science in Business Management; Utah State University, Logan UT
Biven, Lianna	Coordinator, Collaborator Experience	
Robert, Marissa	Senior Administrator, Collaborator Services	Master of Business Administration; Western Governors University, Salt Lake City, UT
Taylor, Jelani	Specialist, Talent Selection	Bachelor of Science in Sociology; University of Utah, Salt Lake City, UT
Parrill, Nicole	Coordinator, Talent Selection	Bachelor of Science in Business Management; Utah Valley University, Orem, UT
Lamb, Nicole	Coach, Health & Wellness	Master of Science Nursing; Frontier Nursing School, Hyden Kentucky