



2021-2022

CATALOG

www.nightingale.edu

2021-2022 ACADEMIC CALENDAR

August 2021

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August 2022

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 Mandatory College Readiness Online Seminar for New Learners

 Semester End Date

 Semester Start Date/
New Learner Orientation

 Constitution Day

 Holiday - College Closed

 Last Day of Add/Drop by
5:00 pm Mountain Time

 Nurse Pinning Ceremony

*To view the full academic calendar, see the Academic Information section of the Catalog.

175 South Main Street, Suite 400
Salt Lake City, Utah 84111
(801) 689-2160 *Main Office*
(801) 689-3114 *Fax*
www.nightingale.edu

Nightingale College

Catalog

Version I

2021-2022 Academic Year

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ABOUT THE COLLEGE

History and Ownership

Nightingale College (“the College”) is an accredited, private post-secondary institution of higher learning focused on nursing education. Currently, the College offers nursing programs at diploma as well as bachelor, and master’s degree levels.

Nightingale College was formed in 2010 and is owned by Nightingale College, LLC, a Delaware limited liability company that is backed by Palm Ventures, LLC, a private-equity firm with a long, successful history of investing in post-secondary education institutions. In April 2011, the College commenced its first associate degree program. The College added baccalaureate degree programs in September 2014, commenced its master’s degree programs in January 2020, and in Summer 2021, launched the Practical Nursing Diploma Program.

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 (President and CEO), and Jason Woody (Secretary) are the members of the Board of Managers of Nightingale College, LLC, institutional governance body.

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 and collaborators 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.

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's 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 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

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

Utah Division of Consumer
Protection 160 East 300 South
P.O. Box 146704
Salt Lake City, Utah
84414
www.dcp.utah.gov



Nightingale College is registered in California as an out-of-state institution by the Bureau for Private Postsecondary Education.

Bureau for Private Postsecondary Education
P.O. Box 980818
West Sacramento, CA 95798-
0818
(916) 574-8900
www.bppe.ca.gov



Nightingale College is a member of the National Council for State Authorization Reciprocity Agreements (NC-SARA). Pursuant to the reciprocity agreements under NC-SARA, the College is permitted to enroll learners into its distance learning programs and provide limited on-ground experiential learning in NC-SARA member states across the country, subject to each state's nursing regulatory body's rules and statutes.

National Council for State Authorization Reciprocity Agreements
3005 Center Green Drive
Suite 130
Boulder, Colorado 80301
(303) 848-3764
<https://nc-sara.org/>



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

Utah State Board of Nursing
Heber M. Wells Bldg., 4th
Floor 160 East 300 South



Salt Lake City, Utah
 84111
 (801) 530-6628
www.dopl.utah.gov/licensing/nursing.html

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

Supervised On-Ground Field Experience (SOFE) Sites

Supervised On-Ground Field Experience (SOFE) Sites are health care partner facilities utilized for direct focused client care and integrative practicum experiential learning, required components of pre-licensure nursing programs.

Catalog Purpose and Changes

This Catalog is not intended to serve as a long-term contract 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, unless otherwise specified, and apply to all currently enrolled learners.



REGISTRATION INFORMATION

Transfer of 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 must complete all directed preparatory and remedial learning to earn the academic credit in the course, as described in the [Attendance Policy](#). 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.

Transfer of Credit

Only official transcripts are accepted as proof of completion of previous coursework at other institutions. The deadline for submission of official transcripts for the previously completed coursework is 5:00 PM MT twenty-four (24) days prior to the start of an academic semester. 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 transfer credit requirements and specific types of transfer credit accepted.

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.
 - Human anatomy, human physiology, and microbiology must have a lab component to be considered for transfer. Courses which do not have a lab component do not qualify for transfer of credit.
- 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 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 or 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 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.

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 (if necessary). Credential evaluation services should be completed by an agency (e.g., NACES and AICE) that publishes standards for membership, maintains affiliations to U.S.-based international higher education associations, and frequently performs credential evaluations for federal agencies, state agencies, educational institutions and employers.

Extra-Institutional and Non-Instructional Learning

Recognizing that learning occurs in non-traditional 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. The College will not accept transfer credit earned through non-traditional settings without passing a recognized corresponding

exam.

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 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 accordingly. The College may also award credit following guidelines of 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.

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)

Enrollment

Learner Classifications

Full-time

A learner who is registered for twelve (12) or more semester credits in undergraduate academic programs or for nine (9) semester credits in graduate academic programs.

Three-quarters time

A learner who is registered for nine (9) – eleven (11) semester credits in undergraduate academic programs or for seven (7) – eight (8) semester credits in graduate academic programs.

.

Half-time

A learner who is registered for six (6) – eight (8) semester credits in undergraduate academic programs or for five (5) – six (6) semester credits in graduate academic programs.

Less than Half-time

A learner who is registered for less than six (6) semester credits in undergraduate academic programs or for less than five (5) semester credits in graduate academic programs.

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 BSN 205, BSN 215, and BSN 225, free of charge. To earn a transfer of credit for BSN 246 and/or BSN 266, the candidates must pass the required placement exams as described 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, 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 the standardized exit exam, at their own expense. If the learner does not successfully pass the exam, the learner will be required to complete prescribed remediation in addition to normal graduation requirements before graduation clearance is issued.

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+

Learner Residency and Course Delivery Modalities

The College uses several terms to describe its learner residency and course delivery modalities, whose definitions are as follows:

Learner Residency Modalities

a. Hybrid-Virtual

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

Note: The College makes SOFE region assignments based on available openings at the SOFE sites. Learners may be assigned to complete on-ground experiential learning requirements at different SOFE regions every semester. The College cannot guarantee any specific SOFE regions for the on-ground experiential learning assignments.

b. Full-Virtual

Refers to learners who are engaged in distance courses only.

Course Delivery Modalities

a. Distance

Refers to education utilizing certain telecommunication and/or broadcast technologies where there is a separation between learners and faculty. Distance education delivery may be synchronous (in real time) or asynchronous (not in real time) and supports regular and substantive interactions between learners and faculty.

b. 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, and direct focused client care.

c. Blended

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

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 register for courses as a non-matriculated learner, 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 if applicable 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 Learner Funding 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

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.

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: 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.

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.

Courses and Credit Load

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.

Audit Courses

Audit is a registration status that allows a learner to attend a course without receiving credit. A learner who audits a course is expected to adhere to all course, program, and institutional policies, including attendance and participation, which 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 Registrar and, if approved, pay the corresponding audit fee and purchase any resources required in the course.

Maximum Credit Load

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

Repeat Coursework

Learners who fail a course must retake and pass the course to progress to any courses for which the failed course is a prerequisite. Those who wish to repeat a course to improve their 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.

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.

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 are required to meet with a Learner Funding Advisor, and it is recommended to meet with their Learner Advising and Life Resources (LALR) Counselor before adding or dropping courses, as financial aid eligibility and/or academic progress may be affected.

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

Records Holds

A hold will be placed on the learner’s records if the account balance is not resolved by 5:00 pm Mountain Time 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.

Academic Leave, Withdrawal, and Reinstatement Policies

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.

Leave of Absence (LOA)

A learner may apply for a Leave of Absence (LOA) if circumstances make continued progression in the academic program impractical or impossible. LOA may only be granted for medical and family reasons as

well as under extenuating circumstances.

A LOA may be granted 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. If the learner does not return from an approved LOA by the specified date the learner will be automatically withdrawn from the academic program. Tuition and fees will be prorated according to the learner's last day of attendance, which will be determined retroactively. 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 a new Title IV award year or loan period begins during the LOA.

Full-semester LOA may also be requested when the last day of attendance falls within the first two (2) weeks of an academic semester. Learners will not incur any tuition charges if requesting an LOA during the first two weeks of the semester unless they do not return from the approved LOA by the specified date, in which case the pro-rated 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. If a learner returns to the College during the academic semester directly following the end date LOA's end date, the learner's status will become active at the exact point within the courses that were in progress at the time the LOA was granted. However, when the learner returns, the learner must complete all academic requirements in the portions of the courses attempted prior to the LOA. Learners must meet with faculty to demonstrate that they have acquired the knowledge necessary to complete the modules in the course(s)
6. For course grade calculations, the coursework scores earned before the LOA will not be considered. 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.

7. 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.
8. 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. A learner who fails to return by the specified date may also receive failing grades in the courses, incur modified loan repayment terms including the expiration of the learner's grace period, and be required to return 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.

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, and 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.

Please refer to the [Learner Code of Conduct](#) for more information.

Withdrawal from the College

Learners who 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 Learner Funding 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 reapply and include a written appeal stating reasons why readmission should be considered. If a learner is re-admitted, all then current enrollment terms, including tuition charges and current Catalog policies, will apply.

Please refer to the [Learner Funding: Refund for Withdrawal](#) section for further information.

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.

Readmission of Servicemembers

Any learner who cannot attend the academic program due to military service may use 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 possible. This notice does not need to state the learner's intention to return or a return date. 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 (SAP) Policy

All learners are required to maintain Satisfactory Academic Progress (SAP) to remain eligible for graduation and federal student aid.

SAP sets minimum requirements for the following areas: 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 federal student aid status.

Please see [Federal Student Aid and Satisfactory Progress](#).

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. To stay within this time frame, learners may attempt a limit of 1.5 times (150%) 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 achieve Satisfactory Academic Progress. A course is successfully completed if a learner earns a grade of “C” or above in undergraduate programs or “B” or above in graduate programs. For more information, refer to the [Grading System and Grading Scale](#) section of this Catalog.

The successful course completion rate for each semester is calculated as the number of credits completed divided by the number of credits attempted for all courses. Withdrawn courses are counted as attempted credits that are not successfully completed. Failed and repeated courses are also counted in the calculation as credits attempted. The College has no provisions for remedial course work, non-credit courses, or pass/fail grades and these activities have no effect on SAP. The successful course completion rate requirements and academic remedies are detailed in the Satisfactory Academic Progress Table in the corresponding academic program’s section.

Cumulative Grade Point Average

Learners must achieve specific cumulative GPA requirements at certain points during enrollment at the College to meet SAP. These requirements are detailed in the Satisfactory Academic Progress Table within the specific academic program sections of this Catalog. Learners are required to achieve a cumulative grade point average of at least 2.0 to graduate from the academic program in undergraduate programs or 3.0 in graduate programs. 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 in undergraduate programs or 3.0 in graduate programs.

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 who do not meet the requirements outlined in the Satisfactory Academic Progress Table will be placed on academic probation. Learners will remain on academic probation until the learner is meeting SAP requirements or violates the terms of the probation and is therefore withdrawn from the academic program.

While they are under academic probation, learners must participate in academic advising with the assigned Learner Advising and Life Resource (LALR) Advisor and meet predetermined objectives. 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 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 may not be appealed further. 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, but not completed.

Records

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.

Please refer to the [Grading System and Grade Scale](#) section for more information.

Appeal for Grade Change

Learners who wish to appeal their final grade in a course must do so by communicating in writing with the individual course faculty. The faculty may approve or deny the appeal based on the information provided and in alignment with the policies of the College; the decision of the course faculty is final unless the appeal alleges discrimination or harassment. If a learner alleges discrimination or harassment by the instructor, the learner may further pursue remedy through the [Learner Grievance Process](#).

Graduation

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.

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 transcripts or diplomas, will be released until the learner's account is current.



LEARNER FUNDING INFORMATION

Learner Funding Overview

Learner Funding Advisors (LFA) will work with prospective learners individually to explore options to pay the cost of their education. Learners should make all financial arrangements prior to the first day of every semester and must meet all financial requirements at the time of graduation for release of transcripts, diploma, and participation in the commencement ceremony.

Learners and their families are responsible to plan and pay for college. Learner Funding includes resources such as scholarships, prepaid college savings plans, personal savings, personal income, and institutional, state, and Federal Student Aid (FSA).

Federal Student Aid

The federal government provides many FSA choices 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 provides 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 complete the following steps:

1. Obtain free information from the Learner Funding Advisor 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. Learners' FAFSA IDs 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 a Learner Funding Advisor to determine their Title IV eligibility.

Other Learner Funding Options

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 their Learner Funding Advisor.

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.

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 and 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.

Nightingale College allows covered individuals to matriculate into an educational program upon receipt of a Certificate of Eligibility or a Statement of Benefits; these authorizations are 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 Learner Funding awarding 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 Learner Funding Advisor 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.

Note: If an JFS recipient formally withdraws from the academic program, that learner automatically forfeits then-current scholarship and must reapply upon re-entry.

Future of Nursing Scholarships (FNS)

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 is equivalent 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;
- The award will automatically renew for each of the eight (8) semesters, provided the learner meets all qualifications;
- If the recipient qualifies for and formally requests an academic 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.

Note: If a President's FNS recipient formally withdraws from the academic program, they forfeit then-current scholarship and must reapply upon re-entry.

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;
- The award will automatically renew for each of the eight (8) semesters, provided the learner meets all qualifications;
- If the recipient qualifies for and formally requests an academic 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.

Note: If an Honors FNS recipient formally withdraws from the academic program, they forfeit then-current scholarship and must reapply upon re-entry.

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.

Application Steps:

- 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 (SJRS)

- One (1) scholarship awarded annually, in the Fall;
- The award is equivalent 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;
- If the recipient qualifies for and formally requests an academic 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.

Note: If the SJRS recipient formally withdraws from the academic program, they forfeit then-current scholarship and must reapply upon re-entry.

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.

Application Steps:

- 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 letter of recommendation from the high school principal;
- Proof of any volunteer community service hours.

Keys to Success Scholarship (KSS)

- 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;
- If the recipient qualifies for and formally requests an academic 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.

Note: If the KSS recipient formally withdraws from the academic program, the learner forfeits then-current scholarship and must reapply upon re-entry.

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.

Application Steps:

- 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 (ES)

- 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 in the junior year.
 - A GPA of 3.0 is required in the senior year.

- If the recipient qualifies for and formally requests an academic 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.

Note: If an ES recipient formally withdraws from the academic program, they forfeit then-current scholarship and must reapply upon re-entry.

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 (FLS)

- 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 is equivalent to 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;
- If the recipient qualifies for and formally requests 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; therefore, recipients may be required to delay enrollment until space becomes available.

Note: If an FLS recipient formally withdraws from the academic program, they forfeit then-current scholarship and must reapply upon re-entry.

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.

Application Steps:

- 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.

Nightingale College Bridge Loans Program (NCBL)

Recognizing that other available funding may not fully cover the cost of tuition and fees and to support learners in their academic journeys, the College offers bridge loans for qualified learners to cover any remaining gap balances. The College partners with a third-party company to assist with approving and servicing its Bridge Loans (NCBL). Learners may use Nightingale College bridge loans only as a last resort funding option.

Learners are required to use all available federal student aid and search and apply for additional outside loans, grants, scholarships, or other available funding for which they may be eligible (Department of Workforce Services (or equivalent) grants, Veterans Administration funding, employer tuition reimbursement, family assistance, etc.) before they may apply for NCBL. The College reserves the right to deny and/or limit the amount of NCBL. Bridge loan repayment terms are dependent on the loan amount, interest rate, and duration of the loan.

SOFE Partner Tuition Benefits

Employee Tuition Discount:

- Tuition discounts are for learners who are employed by the College's SOFE Partners, which actively offer supervised on-ground field experience (SOFE) to the College's prelicensure nursing learners;
- 10% Employee Tuition Discount applies to the employees of a SOFE, which served as a legacy experiential learning hub (ELH);
- 5% Employee Tuition Discount applies to the employees of an SOFE Partner, which is actively hosting an experiential learning site (ELS);

- This benefit is awarded on a semesterly basis.

SOFE Partner's Employee Tuition Equivalency

- Employees of the College's SOFE Partners, which actively provide experiential learning opportunities to the College's prelicensure learners, enrolled in the RN-to-BSN Program are eligible 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 SOFE Partners, to support best practice sharing and process improvement;

\$1000 Tuition Discount

- Learners referred by a SOFE Partner are eligible to receive a tuition discount of up to one thousand dollars (\$1,000), applied proportionately toward every semester's charges.

Learner Financial Responsibilities and Academic Program Progress

Learners are responsible for meeting financial obligations to the College on time, including completion of all Learner Funding 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 Learner Funding requirements and forms;
- Learner has provided proof of third-party financial assistance.

Note: If a learner requests to pay any or all of the tuition and fees in cash, the payment must be made in full no later than the first day of the corresponding semester.

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

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 on the last date of the month. If the learner pays the past due balance in full within 30 days of the late fee, the College will issue a credit for the previously assessed late fee.

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. 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 for the request to be considered. 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."

Title IV Federal Student Aid (FSA) Overview and Policies

FSA Credit Balances

When credits from FSA funding in a learner's account exceed 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.

FSA 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 FSA Warning for the following academic semester. See the SAP section of this Catalog for more information. An FSA Warning letter will be sent to the learner within fourteen (14) days of failing to meet SAP. Learners placed on an FSA Warning must meet with the LFA to continue receiving further Title IV funding.

Learners on an FSA 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 learner funding 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), the consequences of failing to meet SAP requirements, 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 Learner Funding Advisor or Government Funding Processor;
- 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 Registrar Office 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.

Withdrawals and Refunds

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 will be issued to the original source of payment as described below.

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

Fees for resources may be refundable as described below.

- Learners must return all books and supplies in the original condition to receive refunds.
- 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.

Refund for Withdrawal

New learners who begin attending and withdraw from an academic program after 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-rated 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-rated refund is issued.*

Fees for resources may be refundable as described below.

Learners must return all books and supplies in the original condition to receive a refund

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.

Please refer to the Withdrawal- [Last Day of Attendance \(LDA\)](#), and Withdrawal- [Date of Determination \(DoD\)](#) sections for more information.

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 Government Funding Processor 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 decide 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.

State Specific Disclosures

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 they are not California residents 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, must have prepaid tuition, must have paid the STRF assessment, and must have 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 the learner's student loans and possess 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.



LEARNER LIFE

General Information

Learner Orientation

The College requires all learners to complete mandatory orientation consisting of online and on-ground components. The mandatory four-week College Readiness Orientation Seminar (CROS) must be completed prior to the start of the first academic semester of enrollment. CROS 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 procedures, blood-borne pathogens and infection control, and various required disclosures and disclaimers.

A mandatory, real-time New Learner Welcome Forum (NLWF) is required for all new learners on the first day of enrollment. The New Learner Welcome Forum is broadcast online and includes several quizzes to capture attendance and participation. Every semester, new learners in a specified geographic region are invited to participate in the New Learner Welcome Forum in-person.

For learners transitioning from general education to lower-division nursing core courses, site-specific experiential learning orientation (ELO) is scheduled prior to the first day of experiential learning activities at the assigned Supervised On-Ground Field Experiential (SOFE) sites.

Identification Badge

Learners are required to wear the College-issued identification badge while at SOFE sites. Badges may be requested from frontdesk@nightingale.edu. Identification Badge photo specifications and other requirements are sent to learners prior to the first day of enrollment.

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, including intervention skills recordings, 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.

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.

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 17 as "Constitution Day." The College celebrates the observance of Constitution Day each year through a variety of programs and activities.

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.

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. The College does not provide technical support for tablets or smartphones.

The minimum requirements for computers are:

Operating System:

- Windows OS 10 and newer (recommended);
- Mac Mojave OS and above (not recommended);
- 3.0 GHz or faster processor;
- 8 GB or more of RAM;
- 250 GB or more of free hard drive space.

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 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, test anxiety, ADHD;
- Housing: renting agencies, housing resources;
- Commuter services: local transportation;
- Childcare services: childcare 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 Ambassadors

Learner Ambassadors represent their peers in every academic program. They are selected through an application process and are interviewed by current Ambassadors prior to selection. They meet regularly to discuss matters of learner interests and needs, plan learner events as well as participate on the academic

program Advisory Board. Calls for applications are sent out each semester.

Learner Clubs and Organizations

The College sponsors academic and representative organizations as listed below. All formal organizations must be approved by the College and must align with the College mission, vision, and values. The use of College logomark, emblems, insignia, or mottos must be approved by the College Marketing function. The College Clubs and Organizations counselor can be reached through the Learner Advising and Life Resources function.

Sigma Theta Tau International Honors Society of Nursing (www.sigmanursing.org)

Sigma Theta Tau is an international honors society with a mission to develop leadership in nursing and transform healthcare throughout the world. Members are nominated by faculty to participate. Eligibility for membership requires:

1. Junior level or completion of 60 credits
2. 3.0 cumulative grade point average (GPS)
3. Any additional requirements as established by the Sigma Theta Tau Board of Directors.

To be considered for Sigma Theta Tau, the learner should contact the College Clubs and Organizations Counselor through Learner Advising and Life Resources (LALR).

National Student Nurses' Association (www.nsna.org)

The National Student Nurses' Association (NSNA) is a national organization focused on bringing nursing students together and promoting the highest ethical standards in nursing. To join NSNA, learners should contact the College Clubs and Organizations Counselor through Learner Advising and Life Resources (LALR). NSNA charges a nominal membership fee, as outlined on the NSNA website.

Learner Housing

The College does not offer learner housing.

Health Services/Insurance

Health services are not available at the College. Learners are encouraged to carry personal health insurance as health insurance is necessary to be credentialed for experiential learning. Please refer to the [Nursing Education Services- Health Insurance](#) Section of this Catalog. Learners who cannot 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.

Academic Success Plan

The College is focused on the academic success of each learner. Learners should initially address academic concerns with individual course instructors. 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 passing the NCLEX-RN® and achieving professional licensure and success.
- Increase learners' success in meeting the program-level learner outcomes.
- Promote a culture of caring to provide holistic, compassionate, and culturally competent care.

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 Veterans' Readjustment Assistance Act of 1974, and state civil laws.

The College adheres to these principles in its admissions, learner funding, 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 Office of the College President is responsible for 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 Office of the College President. The learner will receive a written response within ten (10) business days from the receipt of the grievance.

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.

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, 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 regions and endorse the license into another state. Learners should 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 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, the learner must be a Utah resident, must 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.

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. Graduates will receive a complimentary Nightingale College pin a diploma cover, a nursing lamp, and honor cords as awarded. Inclusion 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.

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.

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.

The Learner Code of Conduct is designed to ensure that learners and collaborators have a clear and defined understanding of the rights and responsibilities afforded to a learner actively engaged with the College for the purpose of fulfilling the requirements for degree completion. Information on the Code of Conduct is disseminated through the College Catalog, provided to every learner through the learning management system at the beginning of each semester. Updates and clarification are disseminated through official means of communication for the College: College-assigned email or the learning management system. Syllabi and curricula may address minor violations of the Learner Code of Conduct and the Academic Integrity Policy (for example, the syllabus may address immediate consequences for plagiarism, on-site expectations for experiential learning activities, etc.) but may not supersede this policy for violations that impact more than the individual learner. The complete policy can be found as an addendum to this Catalog.

Retaliation, including intimidation or discrimination, which infringes upon another learner's rights as outlined in this policy, or interferes with the normal business of the College is strictly prohibited.

Learner Rights

All learners in Active status with the College are afforded the following rights:

1. An environment, to the extent influenced by the College, conducive to learning;
2. Reasonable notice of issues related to attendance, grading, compliance for experiential learning Activities, completion standards, and expectations;
3. Due process in any proceeding regarding allegations of violations of the Learner Code of Conduct, the [Academic Integrity Policy](#), or other College and/or course standards;
4. Freedom from illegal biases, including any discrimination against protected classes and any form of harassment;
5. Confidentiality as provided by [FERPA](#);
6. Reasonable access to programs and information, including but not limited to the Americans with Disabilities Act.

Learner Responsibilities

With the rights outlined above come responsibilities to the larger community, including other learners, faculty, staff, healthcare partners, and patients. Also included are any and all behaviors that disrupt the normal business of the College or the College's relationship with healthcare partners. These responsibilities can be summarized by the Golden Rule: Do to others as you would have them do to you. They include but are not limited to:

1. Adherence to federal, state, and local laws, as well as the rules established by healthcare partners for experiential learning activities;
2. Behavior conducive to learning, including non-interference with facilitation of instruction; Completion of assigned work and exams with strict adherence to the [Academic Integrity Policy](#) and course syllabi, including representing oneself and work with integrity when submitting assignments or sitting for exams;
3. Use of College property and resources in a manner befitting a representative of the College, and not for personal gain or profit;
4. Civility and professionalism in all interactions with other learners, faculty, staff, experiential

- learning partners, and patients;
5. The following behaviors are expressly prohibited:
 - A. Harassment of any kind, either in person or in virtual settings;
 - B. Misuse of campus technology, including:
 1. any use which disrupts network or system use by others;
 2. use for advertising, client-building, lobbying, or financial gain;
 3. file sharing of any kind, particularly in violation of copyright laws;
 4. distributing harassing or disparaging statements that incite violence or are based on protected classes;
 5. knowingly spreading computer viruses;
 6. accessing protected records or files without permission.

Unlawful or Unprofessional Conduct

All past, present, or future unlawful or unprofessional conduct may result in a learner's ineligibility for certifications, licensure, or employment.

Drug and Alcohol-Free Environment

The College does not condone learners' use of alcohol, illegal drugs, or controlled substances, as they can diminish learning, impair judgment, and compromise safety.

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 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 should

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

Mobile phones may not be used during experiential learning or exams. All phone calls must be made outside.

Food and Drink

During experiential learning, food and drinks may only be consumed on breaks in designated areas. Learners may not leave the experiential learnings sites during breaks.

Use of Tobacco and Electronic Cigarettes

Smoking is not permitted within twenty-five (25) feet of any SOFE site entrance, exit, or window. Smokers should consider 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, such as 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.

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 are not limited to:

- Removing, without prior permission, any materials, supplies, or equipment from the College or a SOFE site;
- Submission of Nightingale course content (including, but not limited to tests, study materials, assignments, and essays) to third party websites;
- 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.

Process For Disciplinary Action

This section describes the process for disciplinary action when a learner violates the principles, standards, or rules in this Catalog. Conduct that violates any part of the Code of Conduct may constitute a valid reason for the faculty to not recommend a learner for experiential learning placement or academic program progression, licensure, or to recommend withdrawal of the learner from an academic program. Alleged violations of the Learner Code of Conduct and Academic Integrity Policies are overseen by the Senior Manager, Learner Support Services, and coordinated by the Learner Advising and Life Resources (LALR) function.

Filing and Investigation of Concerns

The process for disciplinary action is outlined below and applies to all academic or conduct violations except when an action is classified as an egregious act, which will follow the same general process but will be escalated to the category of a third incident.

1. All alleged violations must be submitted in writing by a learner, counselor, faculty, staff member, experiential learning faculty member, or clinical agency personnel, hereafter referred to as “complainant,” to the LALR function. A counselor from the LALR function will be assigned to handle the submission.
2. The LALR counselor will categorize each action as either an academic or conduct concern determine if the behavior is a first, second, or third incident depending on the number of the specific concerns already on file, and will notify the affected learner, hereafter referred to as “respondent,” and faculty or staff member (if applicable) of next steps as described below.

First Incident

A first-time alleged violation of one (1) or more of the standards in the Learner Code of Conduct or Academic Integrity limited in impact to the course level will result in a warning from the faculty or staff member depending on the alleged violation. The faculty or staff member will provide correction, training, and resources to the respondent. The faculty or staff member will report steps taken to the assigned LALR counselor to help ensure proper recording and tracking of the incident.

Second Incident

A repeat alleged violation will result in corrective action(s) as determined at the discretion of the assigned LALR counselor and involved faculty or staff member. A non-exhaustive list of corrective action(s) is listed later within this policy. The LALR counselor and faculty or staff member will provide resources to help the respondent avoid repeating the incident.

Note: An appeal at this level is only appropriate in instances where an academic failure, as defined below in letter D under Corrective Actions, is assigned and will be heard by a Conduct Committee. Appeals at this level follow the rules and procedures of number five (5) below.

Third Incident

Multiple repeat alleged violations will result in escalation to a Conduct Committee. The LALR counselor will form a Conduct Committee, comprised of staff members specifically trained in learner conduct. The Conduct Committee will review any evidence brought by either the complainants, obtained by the LALR counselor, or provided in the respondent's defense. If the respondent has committed multiple violations, the Conduct Committee will determine responsibility for the alleged violation and corrective action(s) as appropriate.

Note: The Senior Manager, Learner Support Services, has the professional discretion to either escalate or de-escalate an incident based on the severity and frequency of the occurrence. Egregious conduct violations endanger the learner, others, or relationships with College partners and will be escalated to the level of a third incident. Examples of egregious violations 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;*
 - *drugs and alcohol;*
 - *harassment;*
 - *threatens;*
 - *abuse or indecent action.*
3. The LALR counselor will help the respondent navigate the disciplinary process, collect evidence for the alleged violation, and forward the evidence to the appropriate party.
 4. The College will respond to first and second incidents within five (5) business days from submission. The College will review each third incident concern within ten (10) business days from submission to determine the appropriate corrective action(s).
 5. If a Conduct Committee is involved, the respondent will receive an email summoning the respondent to appear before the Conduct Committee on a specified date and time, which may be negotiated based on availability. The meeting will provide the opportunity to respond to the complaint of the alleged violation and to present information in support of the respondent's version of the facts. The Committee will give the respondent at least three (3) business days after receipt of written notice of the alleged violation to prepare for the meeting. Receipt of written notice is considered the date the email is sent. The meeting may include witnesses identified by either party as having information related to the alleged misconduct. Character witnesses are not considered witnesses that have information related to the allegation and will not be interviewed. The Conduct Committee will make a ruling and notify the respondent within five (5) business days of the meeting regarding responsibility for the alleged violation and will disclose the determination of any consequent corrective action(s) in a Finding Letter.
 6. The respondent may submit a formal appeal to the LALR counselor within five (5) business days following notice of the Conduct Committee's decision. An Appeal Committee will be formed only in the instances where either there has been a violation of due process as outlined within this

policy, there is new documentable evidence provided to overturn the decision, or the consequence was excessive or unduly assigned for the action as determined by Senior Manager, Learner Support Services. An Appeal Committee is comprised of trained staff members at director level or higher. In cases where the sanction may lead to suspension or dismissal, the matter may be automatically advanced to the Vice President for Learner Experience or designee, unless the Respondent waives the review in writing. The appeal must be filed within five (5) business days of the Finding Letter. In cases where the Senior Manager of Learner Support Services has been involved and prefers recusal, the Vice President for Learner Experience or designee will consider appeals and call the Appeal Committee.

Academic Warnings

For all academic warnings issued by the College, the faculty or staff member will issue an automatic Learner Success Plan, from the College according to policy.

Corrective Actions

Corrective action may include but is not limited to:

- A. Dispositional Waiver: No corrective action is taken against the learner.
- B. Warning: A detailed written statement of violation is issued to the learner specifying further disciplinary action should the violation reoccur.
- C. Learner Success Plan: Successful completion of a training course addressing ethics and appropriate learner behavior. (Failure to successfully complete this training will result in the assignment of another disciplinary action.)
- D. Academic Failure: The learner may receive a failing grade for an assignment or course.
- E. Restitution: Reimbursement for damage to or misappropriation of property. This may take the form of appropriate service or other compensation.
- F. Disciplinary withdrawal: Withdrawal from a course.
- G. Disciplinary suspension: Learner is withdrawn from all courses, but the learner may return the following academic semester. Learner will receive “WF” grades in all courses for that academic semester.
- H. Disciplinary expulsion: learner is withdrawn from all courses and is permanently suspended from the College. Learner will receive “WF” grades in all courses for that academic semester.

Grievance Policy

Learners are invited to address any concern with and seek resolution directly from the individual faculty or staff member involved. If the issue is not resolved at this stage, the learner may 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 may not be appealed further. 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’s Learner Advising and Life Resources (LALR) counselors serve as learner advocates and assist in navigating the grievance process; however, LALR counselors do not have any bearing on the outcome of grievances. Grievances concerning LALR counselors should be addressed to the Senior Manager of Learner Support Services.

The College makes 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 a 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.

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 the [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.

Adjudication

In academic matters, the decision of the designated academic manager is considered final. The decision issued by the designated academic manager may not be appealed further. 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.

Federal Disclosures

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. Directory information may include name, address, phone number, email address, dates of attendance, degree awarded, enrollment status, and major field of study. The College may disclose this type of information without the written consent of the learner. However, the learner may 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 annually.

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 may 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 to 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 the 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 issue notifications via the College's Emergency Notification System. The text message system is a free subscription service for learners and staff 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 to ensure an orderly response to incidents necessitating such measures and to evaluate 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 sites 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 receive federal financial assistance.

An environment free from discrimination on the basis of sex and free from sexual misconduct is essential to learning. Learners and collaborators form a community of unique individuals that respects and embraces diversity and teaches learners to uphold and support people's differences. A safe learning environment is also essential to learning. Complaints and allegations of sexual misconduct are taken very seriously. Learners impacted by sexual misconduct may use provided resources for help and support.

Unlawful discrimination on the basis of sex is prohibited. Harassment is defined as sexual assault, dating violence, domestic violence, and stalking. Gender-based discrimination, sexual exploitation, interpersonal violence, complicity in the commission of any act prohibited by the policy, and false reporting are also prohibited. Learners are prohibited from retaliating 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. Title IX administrators will take prompt and equitable action to eliminate prohibited conduct, prevent its recurrence, and remedy its effects. Learner Services conducts ongoing prevention, awareness, and training programs for learners and collaborators.

Learners and collaborators alike should take reasonable actions to stop an act of prohibited conduct. Community members who take such actions can expect support and assistance from designated collaborators.

Learners should use the Title IX Handbook to learn more about reporting, resources, prevention and awareness programs, and other information regarding Title IX.

Reporting Prohibited Conduct

Anyone who experiences or becomes aware of an incident of prohibited conduct should report the incident to the College immediately through one of the following reporting procedures:

- Contact the College's Title IX coordinator or deputy Title IX coordinator, via email at TitleIX@Nightingale.edu, or by phone at (801) 689-2160.
- Submit a report online. A report may be made anonymously at <https://nightingale.edu/safety-security/>. 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 and reporting an incident does not necessarily mean that an investigation will be pursued. To encourage the reporting of prohibited conduct, disciplinary action will not be pursued 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 may include changes in living arrangements, adjustments to class or work schedules, no-contact orders, rescheduling exams, or restricting access to facilities or programs.

Title IX administrators will investigate learner complaints, and a learner/collaborator who has committed a Title IX offense will be subject to the Disciplinary Action Policy. More information can be found in the 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. Learners who wish to speak with someone confidentially should contact one of the resources below. None of the information shared with these resources 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.



ACADEMIC INFORMATION

Academic Calendar Information

Academic Calendar

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 Welcome Forum	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 ends at 5:00pm Mountain Time	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 Welcome Forum	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 ends at 5:00pm Mountain Time	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 Welcome Forum	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 ends at 5:00pm Mountain Time	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 Welcome Forum	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 in observance of Juneteenth	June 20, 2022
College is Closed for Independence Day	July 4, 2022
Semester ends at 5:00pm Mountain Time	Aug 19, 2022
Nurse Pinning Ceremony – Summer 2022 Graduates	Sept 10, 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 Welcome Forum	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 ends at 5:00pm Mountain Time	Dec 16, 2022
Nurse Pinning Ceremony – Fall 2022 Graduates	Jan 21, 2023
Spring Semester: Jan 9 – Apr 28, 2023	
Mandatory College Readiness Online Seminar for New Learners	Dec 5, 2022 – Jan 6, 2023
Semester Start Date	Jan 9, 2023
New Learner Welcome Forum	Jan 9, 2023
Last day to add or drop courses by 5:00 pm Mountain Time	Jan 20, 2023
College is Closed for Martin Luther King, Jr. Day	Jan 16, 2023
College is Closed for Presidents' Day	Feb 20, 2023
Semester ends at 5:00pm Mountain Time	Apr 28, 2023
Nurse Pinning and Commencement Ceremonies - Spring 2023 Graduates	May 20, 2023
Summer Semester: May 8 – Aug 25, 2023	
Mandatory College Readiness Online Seminar for New Learners	Apr 10 – May 5, 2023
Semester Start Date	May 8, 2023
New Learner Welcome Forum	May 8, 2023
Last day to add or drop courses by 5:00 pm Mountain Time	May 19, 2023
College is Closed for Memorial Day	May 29, 2023
College is Closed for Juneteenth	June 19, 2023
College is Closed for Independence Day	July 4, 2023
Semester ends at 5:00pm Mountain Time	Aug 25, 2023
Nurse Pinning Ceremony – Summer 2023 Graduates	Sept 16, 2023
Fall Semester: Sept 4 – Dec 22, 2023	
Mandatory College Readiness Online Seminar for New Learners	Aug 7 – Sept 1, 2023
Semester Start Date	Sept 4, 2023
New Learner Welcome Forum	Sept 5, 2023
College is Closed for Labor Day	Sept 4, 2023
Last day to add or drop courses by 5:00 pm Mountain Time	Sept 15, 2023
Constitution Day	Sept 17, 2023
College is Closed for Thanksgiving	Nov 23 – Nov 24, 2023
Semester ends at 5:00pm Mountain Time	Dec 22, 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 Welcome Forum	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 ends at 5:00pm Mountain Time	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 Welcome Forum	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 Juneteenth	June 19, 2024
College is Closed for Independence Day	July 4, 2024
Semester ends at 5:00pm Mountain Time	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 Welcome Forum	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 ends at 5:00pm Mountain Time	Dec 20, 2024
Nurse Pinning Ceremony – Fall 2024 Graduates	Jan 18, 2025
Spring Semester: Jan 6 – Apr 25, 2025	
Mandatory College Readiness Online Seminar for New Learners	Dec 2, 2024 – Jan 3, 2025
Semester Start Date	Jan 6, 2025
New Learner Welcome Forum	Jan 6, 2025
Last day to add or drop courses by 5:00 pm Mountain Time	Jan 17, 2025
College is Closed for Martin Luther King, Jr. Day	Jan 20, 2025
College is Closed for Presidents' Day	Feb 17, 2025
Semester ends at 5:00pm Mountain Time	Apr 25, 2025
Nurse Pinning and Commencement Ceremonies - Spring 2024 Graduates	May 17, 2025
Summer Semester: May 5 – Aug 22, 2025	
Mandatory College Readiness Online Seminar for New Learners	Apr 7 – May 2, 2025
Semester Start Date	May 5, 2025
New Learner Welcome Forum	May 5, 2025
Last day to add or drop courses by 5:00 pm Mountain Time	May 16, 2025
College is Closed for Memorial Day	May 26, 2025
College is closed for Juneteenth	June 19, 2025
College is Closed for Independence Day	July 4, 2025
Semester ends at 5:00pm Mountain Time	Aug 22, 2025
Nurse Pinning Ceremony – Summer 2024 Graduates	Sept 13, 2025
Fall Semester: Sept 1 – Dec 19, 2025	
Mandatory College Readiness Online Seminar for New Learners	Aug 4 – Aug 29, 2025
Semester Start Date	Sept 1, 2025
New Learner Welcome Forum	Sept 2, 2025
College is Closed for Labor Day	Sept 1, 2025
Last day to add or drop courses by 5:00 pm Mountain Time	Sept 12, 2025
Constitution Day	Sept 17, 2025
College is closed for Thanksgiving	Nov 27 – Nov 28, 2025
Semester ends at 5:00pm Mountain Time	Dec 19, 2025
Nurse Pinning Ceremony – Fall 2024 Graduates	Jan 17, 2026

Observed Public Holidays

The College is closed in observance of the following holidays:

New Year's Day

Independence Day

Martin Luther King, Jr. Day	Labor Day
Presidents' Day	Thanksgiving
Memorial Day	Day after Thanksgiving
Juneteenth	Christmas Day

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

SOFE regions may observe other state or local holidays. Contact Experiential Learning Faculty for details.

Experiential learning activities may be scheduled during the observed holidays.

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.

Policies

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.

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.

Distance Learning

Distance attendance learning 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 activity (class, lecture, recitation, or field/laboratory 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 tutorial, webinar, or other interactive computer-assisted instruction;
- Learner participation in a study group, group project, or an online discussion that is assigned by the institution;
- Communication between learner and faculty about 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.

Supervised On-Ground Field Experience

Attendance at 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. If the learner has adequate on-ground hours they may be assigned an Independent Virtual Direct Focused Care (IVDFC) make-up Nursing Education Services (NES) schedule support is the only function authorized to create, modify, and communicate EL schedules and make-up activities. The learner is responsible to notify 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.

Independent Virtual Direct Focused Care (IVDFC) Make-Up Policy

1. IVDFCs will be used as a make-up activity when the on-ground IVDFC options are not available. If an on-ground option is available, the learner will be placed there prior to receiving an IVDFC assignment.
2. Schedule Support will notify the learner and the appropriate academic managers when a learner qualifies for an IVDFC. On-ground hours will be tracked by the EL Senior Manager to determine compliance with the accumulative program requirement.
3. The learner will be assigned reading material or multimedia to prepare them to complete a combination of virtual activity in either Swift River, Shadow Health, or SimChart that they will complete on their own with due dates.
4. The learner will complete a Post-Work Concept Notebook on one of the virtual patients and submit to the online classroom prior to the due date assigned for the IVDFC.

Culminating Assignments

Every course consists of a variety of assignment types. All assigned coursework contributes to knowledge acquisition and achievement of stated learning outcomes, and to the overall course grade; however, certain weekly assignments in each course are designed to assess learners' level of achievement of specific course outcomes. These assignments are designated as "Culminating Assignments" and are denoted with an asterisk (*) in course syllabi.

To be eligible to receive course credit and progress in the academic program, a learner must complete a minimum thirteen (13) of the fifteen (15) Culminating Assignments in each course, as well as earn a passing grade in the course. Certain courses have prescribed Culminating Assignments which are not optional; course syllabi detail which Culminating Assignments are compulsory. If learners elect not to submit certain non-compulsory assignments, they will receive a zero (0) grade. The final course grade is determined by the cumulative scores on all assignments, whether submitted or not. Failure to submit at least thirteen (13) of the fifteen (15) required culminating assignments will result in an F grade in the course, regardless of the overall cumulative grade in the course.

Culminating Assignments are subject to the Late Coursework Policy.

Late Coursework Policy and Extensions

All course assignments, including Culminating Assignments, will remain open for learner submissions for one (1) week after the posted due date. Learners may submit late work within that time frame (see [Exceptions to Late Coursework Policy](#)) for a 10% (ten percent) reduction in total points. After the one-week grace period, the learner will receive a zero (0) grade on the assignment. If learners experience an extenuating circumstance and believe they cannot reasonably remit late assignments within the window provided by the Late Coursework Policy, learners may request up to two (2) extensions of an assignment due date beyond the timeframe outlined per course. Requests for an extension should be made to faculty prior to the assignment due date, where possible. Requests for extensions are not guaranteed and may be denied. Emergency situations will be decided on a case-by-case basis, at the discretion of the faculty, in consultation with program administration.

Exceptions to Late Coursework Policy

The Late Coursework Policy applies to all assignments, with the following exceptions:

- Discussion peer replies
 - Must be completed within the week of the assigned discussion
- Experiential learning activity post-work
 - Must be remitted within 48 hours of the activity.
- All assignments for EL activities
 - Must be submitted by 5:00 p.m. MT of Week 14.
- HESI Exams
 - Must be taken during the scheduled time period.
- Course exams and quizzes, as noted in the syllabus
 - Must be taken by the due date
- Midterm and Final Exams, final projects, and/or portfolios
 - Must be completed by the due date

To pass a course, Culminating Assignments must be completed as outlined in the Culminating Assignments section of the Catalog before the end of the academic semester (refer to the [Academic Calendar](#)).

Academic Testing

Academic testing is performed through remote proctoring. For more information, refer to the course syllabus.

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.

Course Participation Policy

Nightingale College's academic week runs from Monday at 12:00 am MT to Sunday at 11:59 pm MT. All assignments for the week are due within the academic week in which they are assigned, unless otherwise specified.

Grading System and Grading Scale

A 73% (C) is required to pass a course and progress in the academic program. The final course grade is determined by the cumulative scores on all assigned coursework. Satisfactory completion of Culminating Assignments (as outlined in the [Culminating Assignments](#) section of the Catalog) is also mandatory to pass a course.

Failure to earn a score of 73% (C) or higher and/or failure to satisfactorily complete the minimum number of Culminating Assignments will prevent learners from progressing to the next level or graduating from the academic program and require the learners to repeat the course. If the course is a prerequisite for a higher-level course, it must be completed before progressing in the academic program. Learners who do not satisfactorily complete a course will receive updated course schedules and program plans. All schedule changes will align with Catalog policies in the version in effect at the time the courses are retaken.

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

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

D	63-66%	1.0
D-	60-62%	0.7
F	0-59%	0.0

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 the learner 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 to 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.

IR – Incomplete, Remediation – is applicable only for nursing courses with HESI exams and is automatically recorded when the HESI exam score is between 775 and 899 (see the [Lower-Division Nursing Core Courses with HESI Requirement](#) 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.

Note: New HESI exam score range requirement of 775 to 899 for IR is in effect for new courses enrollment in or after Summer 2021 semester. Previous HESI exam score range requirement of 750 to 849 for IR is applicable for coursework attempted in Spring 2021 semester or earlier.

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. See [Leave of Absence](#) (LOA) Policy for more information.

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. 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

A score of 850 on all lower-division nursing core HESI exams is the minimum acceptable for uninterrupted program progression. 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 the progression score of 850 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 attempt the learner must participate in the individualized remediation generated in the HESI portal and complete a second attempt on the HESI exam. After the second attempt, failure to score above 775 will result in repetition of the course. Learners who score between 775-849 on the second attempt, will be granted an “IR” (Incomplete, Remediation) grade in the course and must complete remediation as described in the table below. Should the learner fail to complete the customized remediation plan before the end of the add/drop period of the subsequent semester, the “IR” grade will be changed to an “F” and the course must be repeated.

HES Score Achieved after the second attempt	Required Learner Actions	Timeline for Completion
Below 774	Repetition of the course	N/A
≥ 775-849	Completion of individualized remediation generated in the HESI portal. and submitted to faculty for verification.	Through the end of the following add/drop period
850-899*	Faculty prescribed remediation	One week

General Information

Educational Philosophy

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 supported by additional philosophies in General Education, Nursing Education, and Faculty Role.

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.

General Education

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.

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 medium 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 determine best practices within a quality improvement framework.
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 make accurate, evidence-based conclusions 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 the group's development of effective initiatives in a given scenario.

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

Nursing Education Services

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.

General Policies

HIPAA Requirements for Learners

All institutions in healthcare 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 healthcare institutions 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. 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 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.

Potential Exposure

All learners who could be exposed to blood or other potentially infectious materials in a clinical setting are covered under the Potential Exposure policy.

Post-Exposure Evaluation and Follow-Up

Should an exposure incident occur, the learner should immediately notify the clinical faculty member or preceptor who is responsible for the learning experience in which the learner is engaged. Prompt reporting of all exposures is crucial to ensuring that timely medical evaluation and treatment, if applicable, are initiated. Both faculty and learners are expected to follow all applicable policies, protocols, and guidelines for exposure reporting. Medical clearance may be requested by the College or its partners in the case of exposure to infectious diseases (e.g. COVID-19) to ensure learner, faculty, patient, and community safety. In the event of a life-threatening injury, learners should call 911.

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 they are requesting transfer of credit, applicants must 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 Learner Funding process and submit all required documentation.
3. Sign the College Enrollment Agreement (prior to enrollment).

To matriculate into any academic program, all new learners must complete the mandatory 4-week College Readiness Orientation 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.

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 score 100% on all MDC quizzes 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 scheduled for Supervised On-Ground Field Experiences (SOFE) must complete credentialing requirements through Complio. Credential compliance must be maintained throughout the enrollment in the academic program. Failure to maintain compliance will result in the denial of admission to SOFE sites and/or failure of the course associated with the ELAs (refer to the SOFE attendance policy). Credential requirements are posted within Complio's secure online portal. SOFE clinical facilities may require additional information, credentials, fingerprints, and screening processes. Learners are responsible for all fees associated with the credentialing requirements.

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 (see below). 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. Learners are also 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 two-step PPD skin test within six (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 two -step PPD skin test with negative results, yearly one -step PPD skin tests are required. If the learner has a positive result, history of a prior positive result or 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 five (5) years from read date.

- **Varicella** – 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 full immunization is required to participate in any Supervised On-ground Field Experiences (SOFE).

Note: In lieu of being vaccinated under the Emergency Use Approval (EUA), qualified learners may request a leave of absence (LOA) until the first day of the semester following the first COVID-19 vaccine being fully approved by the U.S. Food and Drug Administration (FDA).

- **Hepatitis B** – Completed two- or three-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 Health Insurance Requirements.

Health Insurance

In compliance with the College's clinical partners' requirements, evidence of health insurance must be provided for all pre-licensure learners. Learners without health insurance may be denied access to clinical facilities and therefore may be unable to complete pre-licensure nursing programs. The learner assumes all financial responsibility associated with their healthcare.

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 traditional learning models which concentrate on the ability to recall specific facts with rote memorization, conceptual learning focuses on understanding of broader principles or ideas (concepts) that can be applied to a variety of specific situations. Conceptual learning engages learners in thinking critically about new subjects and situations, developing sound reasoning abilities by comparing new situations to previous encounters.
- **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 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 both synchronously and asynchronously in a remote environment through the use of video conferencing technologies and course-specific skills kits, which promote 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 clinical reasoning in a virtual, simulated clinical environment under the supervision of faculty. Each care experience is assigned a focus that invites 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 developing sound clinical reasoning.

Applied Field Experience Learning

- **Applied Field Experience (AFE):** Applied field experience activities include community- or practice-based application of previously acquired knowledge and skills and require submission of written assignments based on this application.

Supervised On-Ground Field Experiences

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

Supervised On-Ground Field Experience (SOFE) 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 three (3) - six (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 four (4) for learners.

Experiential Learning Schedule Deviations and Absences

The schedule deviation form is intended for unavoidable, unplanned events, related to the learner or immediate family members, which prevent attendance at previously scheduled experiential learning (EL) activities. All schedule deviation requests must be accompanied by supporting documentation. The schedule deviation form may not be used for previously missed EL activities. Scheduling requests for preplanned events in the coming semester must be submitted no later than two (2) weeks prior to the start of the semester. In all instances, preplanned or unplanned absences may not exceed two (2) consecutive EL activities. If the absence extends beyond two (2) consecutive scheduled EL activities or three (3) cumulative EL activities during an academic semester, the learner must request a leave of absence.

Schedule deviations requests must be submitted as soon as possible, prior to the scheduled EL activity. Non-essential EL absences will be subject to make-up fees as denoted in each pre-licensure academic program's fee schedule.

Schedule Support will notify learners of the status of the schedule deviation request and rescheduling options within two (2) business days of the submission of the request. Learners will be notified of the specific rescheduled EL activity dates no later than two (2) business days prior to the date. On-ground make up activities will occur in the last two weeks of the semester. In isolated circumstances where rescheduling EL activities prior to the end of an academic semester is not feasible, learners may receive an 'I' (Incomplete) in the course and may fulfill the remainder of the EL activities in the following semester without disruption of progression in the academic program.

Preceptorships: 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 allow the learner 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 expects 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 healthcare agencies to provide opportunities for on-ground direct focused client care and integrative practicum experiential learning. The agencies may be located either near or significantly far 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 agency's location, learners may need accommodation 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 drug screenings, immunizations, and/or background checks in addition to previously submitted credentials. Learners are responsible for paying for and completing the additional requirements prior to participating in experiential learning at these sites.

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.

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 traditional learning models which concentrate on the ability to recall specific facts with rote memorization, conceptual learning focuses on understanding of broader principles or ideas (concepts) that can be applied to a variety of specific situations. Conceptual learning engages learners in thinking critically about new subjects and situations, developing sound reasoning abilities by comparing new situations to previous encounters.

Experiential Learning

- **Applied Field Experience (AFE):** **Applied** field experience activities include community- or practice-based application of previously acquired knowledge and skills and require submission of written assignments based on this application.



ACADEMIC PROGRAMS INFORMATION

Remedial Coursework

Remedial Coursework Overview

To assist learners in gaining requisite skills necessary for success in college-level math and English courses, 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.

Practical Nursing (PN) Diploma 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 their 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 copy of a high school (diploma or its equivalent, as described below, prior to the first day of attendance.

Recognized Equivalents of a High School Diploma

Several equivalents to a high school diploma may be submitted:

- 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 a 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 is 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 Learner Funding Advisor to initiate the financial aid process.
 8. Be in good financial standing with the College.

Note: The highest level of academic integrity is expected 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)

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.

Tuition and Fees

Tuition for the PN Diploma Program is \$455 per semester credit. Tuition and fees may be changed at any time with a 30-day notice. Audit fees are non-refundable and cannot be paid with Title IV funding.

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
DFC Make-up Fee	\$200
VCBC Make-up Fee	\$100
Failure to Notify of Absence Fee	\$100
Course Audit Fee (All Courses)	\$1,000
Course-Specific Uniforms Fee for certain Experiential Learning Sites	\$40
¹ The Learning Resources and Proctoring Package per semester fee does not include uniforms, stethoscope, and blood pressure cuff.	
² In lieu of the \$100 course resources fee, learners may elect to personally purchase all general education required materials.	
Nursing kit supplies required to attend experiential learning portions of the course are provided.	

Tuition does not include the non-refundable application and testing fees. In addition, learners are responsible for expenses such as 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;
- evolves to reflect local community needs and current and emerging health care delivery trends;
- instills 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 prepares 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 take GE courses at other institutions of higher learning that require prerequisites.

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. If circumstances prevent 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 region.

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.

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 completion of all other graduation requirements, the learner will earn a Diploma of Practical Nursing.

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 various 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 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.

Course Number	Delivery Modality	Semester Credits	Contact Hours								
			Didactic Learning					Remote	Experiential Learning		Total
			CBT	ISBP	CBP	DFCP	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	96	95.5	233.5	0	735
GE Total		14	180	60	0	0	0	0	0	0	240
PN Program with GE Total		42	412.5	84	28.5	25	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* with lab*	4
Human Physiology* with lab*	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
College 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 their 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 copy of a high school diploma or equivalent as described below, prior to the first day of attendance.

Recognized Equivalents of a High School Diploma

Several equivalents to a high school diploma may be submitted:

- 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 a 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 is 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, is 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, is 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, is 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 Learner Funding Advisor to initiate the financial aid process.
8. Be in good financial standing with the College.

Note: The highest level of academic integrity is expected 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)

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 advised 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 are 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

Applicants may 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

Learners who reside more than 100 miles from one of the College's Supervised On-Ground Field Experience (SOFE) regions are offered the remote program option. Learners in the remote program option are required to travel to an assigned SOFE region every semester that the learner is enrolled in a nursing course with a SOFE component. Travel may be scheduled at any time during the semester and could last up to three (3) consecutive weeks. Learners may enroll only in one (1) pre-licensure nursing course with experiential learning components during any academic semester. There are 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 region. Learners are responsible for providing their own transportation to and within and lodging at the assigned SOFE region. Learners may use the assistance of the College's contracted third-party travel vendor. Detailed information regarding the service will be provided during the semester in which travel is scheduled. Learners may not include travel costs on the learner account ledgers nor have these costs financed through the College. Specific SOFE region assignments are not guaranteed, and learners may be assigned anywhere within the fifty (50) states in the U.S.

Note: In some instances, depending on the overall course enrollment, learners who live within 100 miles of one of the College's SOFE regions may be required to travel to a different SOFE region for timely completion of the required on-ground course components.

Tuition and Fees

Tuition for the BSN Program is \$590 per semester credit. Tuition and fees may be changed at any time with a 30-day notice. Audit fees are non-refundable and cannot be paid with Title IV funding.

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
DFC Make-up Fee	\$200
VCBC Make-up Fee	\$100
Failure to Notify of Absence Fee	\$100
Course Audit Fee (All Courses)	\$1,000
Course-Specific Uniforms Fee for certain Experiential Learning Sites	\$40
¹ The Learning Resources and Proctoring Package per semester fee does not include uniforms, stethoscope, and blood pressure cuff	
² In lieu of the \$100 course resources fee, learners may elect to personally purchase all general education required materials.	
Nursing kit supplies required to attend experiential learning portions of the course are provided.	

Tuition does not include the non-refundable application and testing fees. In addition, learners are responsible for expenses such as transportation and lodging, if any, associated with the required experiential learning sessions.

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 the 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;
- evolves to reflect local community needs and current and emerging health care delivery trends;
- instills the tenets of advocacy, professional involvement, lifelong learning, and leadership; and
- uses evidence-based practice which prepares graduates to employ critical thinking, clinical competence, and technical proficiency in health care settings.

The BSN Program prepares 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 must 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 take GE courses at institutions of higher learning that require prerequisites to the Program's mandatory GE coursework.

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. If circumstances prevent 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 region.

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.

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.

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 various 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 regions. 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	ISB	VCBC	DFC	IP		AFE
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
Freshman Term 2 (F2)**												
SCI 131	Distance	3	45	-	-	-	-	-	-	-	-	45
PSY 201	Distance	3	45	-	-	-	-	-	-	-	-	45
SCI 225	Distance	3	45	-	-	-	-	-	-	-	-	45
BSN 205*	Blended	5	37.5	9	1.5	2	37.5	20	20	-	-	127.5
Total		14	172.5	39	1.5	2	37.5	20	20	-	-	292.5
Sophomore Term 1 (S1)												
MAT 220	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)												
SCI 251	Distance	4	45	30	-	-	-	-	-	-	-	75
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		16	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	27.5	30	48	-	22.5	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	-	-	-	-	-	-	120	45	305
Nursing Courses Total		72	747.5	30	22	27	128	227.	298	120	67.5	1670
GE Total		48	675	90	-	-	-	-	-	-	-	765
BSN Program with GE Total		120	1,422.5	120	22	32	128.5	227.5	298	120	67.5	2,435
<i>For Didactic and Experiential Learning abbreviations and definitions, refer to the Learning Modalities Definitions section of the Catalog.</i> <i>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.</i> <i>*Denotes lower-division core nursing course.</i> <i>**All terms after the Freshman Term 1 (F1) must contain at least one (1) lower-division core nursing course.</i>												

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	ISB	VCBC	DFC	IP	AFE	
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	27.5	30	48	-	22.5	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	-	-	-	-	-	-	120	45	350
Nursing Courses Total		61	665	18	16	21	79	156.5	227	120	67.5	1,370
GE Total		48	675	90	-	-	-	-	-	-	-	765
BSN Program with GE Total		109	1,340	108	16	21	79	156.5	227	120	67.5	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

A combination of forty-eight (48) semester credits of general education and elective courses is required for graduation. General education (GE) courses may 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). GE academic credit may be granted 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.

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 and life sciences courses are considered for the fulfillment of the GE requirements. Courses marked with an asterisk (*) are mandatory.

Course	Semester Credits
Human Anatomy with lab*	4
Human Physiology with lab*	4
Pathophysiology*	3-5
Nutrition*	3-5
Microbiology with lab	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
College 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 <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 their 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 copy of a high school diploma equivalent, as described below, prior to the first day of attendance.

Recognized Equivalents of a High School Diploma

Several equivalents to a high school diploma may be submitted:

- 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 a 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 Learner Funding Advisor to initiate the Financial Aid process.
8. Be in good financial standing with the College and have \$0 account balance.

Note: The highest level of academic integrity is expected 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. Audit fees are non-refundable and cannot be paid with Title IV funding.

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
¹ In 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 is 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 is 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 uses 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 Registrar 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 various 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	Experiential Learning	
			CBT	AFE	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. 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

A combination of forty-eight (48) semester credits of general education and elective courses is 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 <u>minimum</u> of fifteen (15) semester credits is required in this category. The courses listed below as well as other college-level physical and life science courses are considered for the fulfillment of the GE requirements. Courses marked with an asterisk (*) are mandatory.	
Course	Semester Credits
Human Anatomy with lab*	4

Human Physiology with lab*	4
Pathophysiology*	3-5
Nutrition*	3-5
Microbiology with lab	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
College 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

A combination of forty-eight (48) semester credits of general education and elective courses is 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.

A combined total of 48 general education (GE) and elective credits is required for the BSN Degree.

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 an efficient, cost-effective, and timely manner. A learner who enrolls at Nightingale College agrees, as a condition of their 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 Learner Funding Advisor to initiate the Financial Aid process.

Note: The highest level of academic integrity is expected 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. Tuition and fees may be changed at any time with a 30-day notice. Audit fees are non-refundable and cannot be paid with Title IV funding.

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, 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 uses 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 the fulfillment of 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 Registrar immediately upon relocation.

MSNEd Program Objectives

- Graduate master's-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 various 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 used 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's-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 the master's nursing education offered at Nightingale College.

- 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 an 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		Total
				Didactic Learning	Experiential Learning	
				CBT	AFE	
		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's-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	3.0	67%
9-16	3.0	67%
17-24	3.0	67%
25-32	3.0	67%
33-40	3.0	67%



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:	This course focuses on using English composition skills to work with and to compose college-level texts. 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 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.

The course emphasizes 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 examine the properties behind the basic concepts of probability and statistics and focus on applications of statistical knowledge. Learners will learn 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 will synthesize the broad range of knowledge about psychology, emphasize research methodology, encourage critical thinking, and 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 course examines skin, skeletal system, muscles, digestive, urinary, lymphatic, circulatory, reproductive, and nervous systems. The course also presents sensory organs and the endocrine system. This course contains an intervention skill-based experiential learning component (1 credit hour), where learners will 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. The course also explains principles related to nutrition, metabolism, body fluid balances, and aging. The course also presents how the body maintains homeostasis, the relationship of chemistry to human anatomy and physiology, and cell function and division. The course discusses several diseases and disorders as well as their causes, detection, and treatment. This course contains an intervention skill-based experiential learning component (1 credit hour), where learners will 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. This course emphasizes 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. The course presents learners 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. The course covers an overview of various models of communication, alongside discussion of the benefits and elements of effective communication processes. The course will discuss both verbal and nonverbal communication, emphasizing 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. The course emphasizes 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 learn 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 teaches 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. The class will explore writing skills such as revision techniques, point-of-view, and theme as well as 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 will 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. The course will examine biological, cognitive, and emotional growth and development within each developmental stage. The course will also explore grief and bereavement and self-care for the caregiver. The course will explore and apply current research methods and cultural influences through the lifespan.

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. 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 topics 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 optimal health for individual clients. The course will discuss basic psychomotor nursing skills and introduce medical/surgical nursing for low-risk clients. This course also provides the learner with techniques for carrying out a physical, psychosocial, spiritual and cultural assessment to evaluate clients' well-being. The course introduces learners 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 who demonstrate increasingly less predictable outcomes or a change in health status. Clinical experiences help learners enhance their development of clinical competency in caring for clients. The course will emphasize working collaboratively with other members of interdisciplinary health care teams.

PN 145: Concepts of Nursing IP

Course Number	Delivery Modality	Semester Credits	Contact Hours									
			Didactic Learning					Remote	Experiential Learning			Total
			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, focusing on the application of the nursing process in meeting needs of clients in various settings. The course will explore concepts related to emotional problems pathological reactions to life stresses,

and chronic pain. The course emphasizes the therapeutic relationships and the development of individualized plans of care. The course will also address communication skills, mental health assessment, various therapeutic forms of balance, and sensory perception. Direct focused client care experiential learning gives 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									
			Didactic Learning					Remote	Experiential Learning			Total
			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. The course emphasizes decision-making skills, independent functioning, and a family-centered approach. The course will introduce the learner to the nursing care of acute clients. The course includes application to specific concepts, principles, and theories in various acute care settings.

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

Corequisites:	credits in college-level math*
Requisites:	None
Description:	PSY 201, SCI 131, and SCI 225
	This course introduces the fundamental concepts necessary for safe patient-centered nursing care to a diverse patient population while integrating clinical decision-making. 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

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

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

Outside Preparation:	
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		
			CBT	ISBP	CBP	DFC	FE	ISB	VCBC	DFC	IP
BSN 225	Blended	5	30	3	4.5	9	-	12	51	48	-

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,

Corequisites:	None
Requisites:	PSY 201, SCI 131, SCI 225, and BSN 215
Description:	This course focuses on the role of the professional nurse in promoting optimal health for individual clients. The course will discuss basic psychomotor nursing skills and introduce learners to medical/surgical nursing for low-risk clients. This course also provides the learner with techniques for carrying out a physical, psychosocial, spiritual and cultural assessment to evaluate clients' well-being. The course also introduces learners 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. The course will emphasize key concepts related to information and computer literacy.

***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, focusing on the application of the nursing process in meeting needs of clients in various settings. The course will explore concepts related to emotional problems, pathological reactions to life stresses, and chronic pain. The course will emphasize the therapeutic relationships and the development of individualized plans of care. The course will address communication skills, mental health assessment, various therapeutic balances, and sensory perception. Direct focused client care experiential learning will give learners the opportunity to gain experience with many of these chronic conditions.

**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. The course emphasizes decision-making skills, independent functioning, and a family-centered approach. The course will introduce the learner to the nursing care of acute clients. The course includes application to specific concepts, principles, and theories in various acute care settings.

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 topics 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 education, leadership skills, and advocacy for clients with complex needs and selected diagnoses in pharmacological treatment. Using the nursing process as a guide, the learner integrates previous learning with current, expanded learning to analyze the therapeutic use of drugs and assist the patient in using them safely.

BSN 325: Population-Based Chronic Illness and Health Promotion

			Contact Hours
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Course Number	Delivery Modality	Semester Credits	Didactic Learning					Remote	Experiential Learning			Total
			CBT	ISBP	CBP	DFC	FE		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 using a population-focused nursing process. The course emphasizes 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. The course introduces learners to public health concepts as well as characteristics of community health nursing. The course also emphasizes 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 course will explore the nurse's role on the community health team and an understanding of health care needs of different cultural groups.

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 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		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. The course will emphasize development in the roles of problem solver, change agent and leader. The course focuses on evidence-based leadership, 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. The course will emphasize legal and ethical issues related to leadership and professionalism.

*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. 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 toward 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 gives learners the opportunity to gain experience with many of these more complex chronic conditions.

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. This course will discuss some basic principles related to leadership and the future of nursing.

*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. The course will emphasize decision-making skills and independent functioning.

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. The course will emphasize 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 and BSN 366

Corequisites: None

Requisites: None

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 course will examine the evolution of professional nursing practice as well as the role of the professional nurse within the global health care delivery system. Learners will participate in a clinical integrative practicum to experience the full spectrum of responsibilities and roles of the professional nurse. The course will discuss role expectations of the professional nurse and implement evidence-based guidelines for professional nursing practice.

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. The course will examine advanced theoretical concepts of aging in light of the nursing process. The course will present theories and concepts related to gerontology and nursing principles 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 course will explore the use of nursing research in the development of therapeutic nursing interventions. 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. The course will emphasize ethical decision-making in nursing practice. 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 complete 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 course will explore the future of nursing from a leadership perspective. 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 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 assessments. The course emphasizes 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: Nurses' 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 deliberate and constructive rather than random or destructive.

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 course will explore the roles of values, ethical theories, stakeholder interests, research, and recent legislation related to health policy and health outcomes. 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 relevance to nursing education, nursing practice, and the learner's specialty focus area. The course will emphasize 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 learner 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 develops the necessary skills to lead change and to demonstrate evidence of needed change. The course focuses on 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 examine the effects of culture, ethnicity, age, pregnancy, gender, healthcare setting, and funding. The course will emphasize 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 course will examine the effects of culture, ethnicity, age, pregnancy, gender, healthcare setting, and funding of pharmacologic therapy. The course will emphasize 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. The course will use pedagogical frameworks for designing and implementing instructional experiences 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 course will examine the selection, application, and evaluation of teaching tools and strategies in the context of health education, continuing education, staff development, classroom and clinical instruction.

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 employing organization 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 need in nursing education or health care. 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 to ultimately improve 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	Executive Vice President & Chief Opportunity and Access Officer	Master of Business Administration; Brigham Young University, Provo, UT
Reams, Thomas	Executive Vice President & 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
McDaniel, Tameka	Assistant Director, Nursing Education Services	Doctor of Nursing Practice in Health Systems Leadership; Chamberlain University, Downers Grove, IL
Marckstadt, Sheryl	Senior Manager, Nursing Education Services	Doctor of Philosophy in Nursing; South Dakota State University, Brookings, SD
Ackerman, Patty	Senior Manager, Nursing Education Services	Doctor of Nursing Practice; Frontier Nursing University, Lexington, KY
Salvesen, Savannah	Senior Manager, Nursing Education Services Academics	Master of Science in Nursing; Western Governors University, Salt Lake City, UT
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
Cabantog, Lyndolyn	Faculty Manager	Master of Science in Nursing with an Emphasis in Nursing Education; Grand Canyon University; Phoenix, AZ
Dawson-Skuza, Christina	Faculty Manager	Master of Science in Nursing Education; Western Governors University, Salt Lake City, UT
Grant, Courtney	Administrative Assistant, Nursing Education Services	Master of Business Administration

Ciliberto, Kelly	Administrative Assistant, Nursing Education Services	Bachelor of Science in Information Technology, Peirce College, Philadelphia, PA
Abdur-Rashid, Sasha	Assistant Professor	Master Degree in Nursing; Georgia Southern University, Statesboro, GA and Master of Public Health; Walden University, Minneapolis, MN
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
Bentley, Matthew	Assistant Professor	Master of Science in Nursing; Western Governors University, Salt Lake City, UT
Bergman, Sandra	Assistant Professor	Doctor of Philosophy in Nursing Education; Liberty University, Lynchburg, VA
Beukema, Jennifer	Assistant Professor	Master of Science in Nursing, Chamberlain College of Nursing, Chicago, IL
Bramwell, Mindy	Assistant Professor	Master of Science in Nursing; Western Governors University, Salt Lake City, UT
Burke, Tammy	Assistant Professor	Master of Science in Nursing; Touro University Nevada, Henderson, NV
Christianson, Jared	Assistant Professor	Master of Science in Nursing; University of Southern Indiana, Evansville, IN
Corpus, Nicole	Assistant Professor	Master of Science in Nursing; Grand Canyon University, Phoenix, AZ
Cosens, Mikel	Assistant Professor	Master of Science in Nursing; University of Phoenix, Phoenix, AZ
Denker, Jennie	Assistant Professor	Doctor of Education in Organizational Leadership, Education, Curriculum & Instruction; University of Phoenix, Phoenix, AZ
Fischer, Carrie	Assistant Professor	Master of Nursing Education; Western Governors University, Salt Lake City, UT
Galvez, Brenda	Assistant Professor	Master of Science in Nursing Education; Western Governors University, Ogden, Utah
Gob, Irene Joy	Assistant Professor	Master of Science in Nursing Education; Western Governors University, Salt Lake City, UT

Grayson, Alisha	Assistant Professor	Master of Science in Nursing; Walden University, Minneapolis, MN
Hale, Naundria	Assistant Professor	Doctor of Nursing Practice; University of Arizona, Tucson, AZ
Halladay, Densie,	Assistant Professor	Master of Nursing in Education; Western Governor, Salt Lake City, UT
Hardinger, Monte	Assistant Professor	Master of Science in Nursing; Weber State University, Ogden, UT
Helsley, Mark	Assistant Professor	Master of Science in Nursing; Maryville University, St. Louis, MO
Hendrix, Robin	Assistant Professor	Doctor of Nursing Practice, University of Alabama, Tuscaloosa AL.
Horntvedt, Tracy	Assistant Professor	Master of Science in Nursing
Jenkins, Hailey	Assistant Professor	Master of Science in Nursing; Western Governors University, Salt Lake City, UT
Lau, Suzanne	Assistant Professor	Master in Nursing Education; University of Nevada, Las Vegas, NV
Leslie, Lacey	Assistant Professor	Master of Science in Nursing; Purdie Global University, Chicago, IL
MacElwee, Ashley	Assistant Professor	Master of Science in Nursing; Weber State University, Ogden, UT
McMurdie, Mark	Assistant Professor	Master of Science in Nursing; University of Phoenix, Phoenix, AZ
Mejia, Francis	Assistant Professor	Master of Science in Nursing; Grand Canyon University, Phoenix, AZ
Messinger, Beth	Assistant Professor	Master of Science in Nursing; Walden University, Minneapolis, MN
Murphy, Stacy	Assistant Professor	Doctor of Nursing Practice in Nursing Education; American Sentinel University, Aurora, CO
Neal, Shylanda	Assistant Professor	Master of Science in Nursing Education; Walden University, Minneapolis, MN
Nielson, Gina	Assistant Professor	Master of Science in Nursing; Western Governors University, Salt Lake City, UT

Obasi, Esperanza	Assistant Professor	Master of Science in Nursing; University of Phoenix, Phoenix, AZ
Orloski, Angela	Assistant Professor	Master of Science in Nursing; Walden University, Minneapolis, MN
Ortega, Catherine	Assistant Professor	Master of Science in Nursing; Wright State University, Dayton, OH
Patton, Jannet,	Assistant Professor	Master of Science in Nursing; Chamberlain College of Nursing, Downers Grove, IL
Phillips, Donald	Assistant Professor	Master of Science in Nursing; Western Governors University, Salt Lake City, UT
Rains, Kylie	Assistant Professor	Master of Science in Nursing Education; Western Governors University, Salt Lake City, UT
Rodríguez, Luis	Assistant Professor	Doctor of Nursing Practice; University of Science, Art and Technology, Jefferson County, CO
Sargent, Shani	Assistant Professor	Master in Nursing Education, WGU, Boise, ID
Scherer, Teresa	Assistant Professor	Master of Science in Nursing; Idaho State University, Pocatello, ID
Schwartz, Laury	Assistant Professor	Master of Science in Nursing Education; Western Governors University, Salt Lake City, UT
Serratore, Reiji	Assistant Professor	Doctor of Philosophy in Education; Capella University, Minneapolis, MN
Stonehouse, Wendy	Assistant Professor	Master of Science in Nursing; Waynesburg University, Waynesburg, PA
Sturman, Christine	Assistant Professor	Master of Science in Nursing; Northwest Nazarene University, Nampa, ID
Suisse, Tamera	Assistant Professor	Master of Science in Nursing; Weber State University, Ogden, Ut
Thompson, Melissa	Assistant Professor	Master of Science in Nursing; Northwest Nazarene University, Nampa, ID
Turnbull, Katherine	Assistant Professor	Master of Science in Nursing, Family Nurse Practitioner; Holy Names University, CA
Walker, Timia	Assistant Professor	Master of Science in Nursing; University of Phoenix, Phoenix, AZ

Ward, LaRae	Assistant Professor	Master in Nursing; University of Nevada Las Vegas, Las Vegas, NV
Weiss, Joanne	Assistant Professor	Master of Science in Nursing; University of Arizona, Tucson, AZ
Bray, Rebecca	Coordinator, SOFE Operations	
Harris, Shontay	Coordinator, SOFE Operations	
Jackson, Chelsea	Coordinator, SOFE Operations	
Phillips, Iona	Coordinator, SOFE Operations	
Ramey, Jelisha	Coordinator, SOFE Operations	
Rose, Niqole	Coordinator, SOFE Operations	Associate of Science in Management; Colorado Technical University, Colorado Springs, CO
Ackerman, John	Assistant Manager, SOFE Facilities	Master of Business Administration; Idaho State University, Pocatello, ID
Larson, Curtis	Coordinator, SOFE Facilities	Bachelor of Science in Business and Communications; Utah State University, Logan, UT
Airen, Rasheda	Assistant Professor	Doctor of Philosophy in Nursing; University of California San Francisco, San Francisco, CA
Beaver, Laura	Assistant Professor	Master of Science in Nursing; Northwest Nazarene University, Nampa, ID
Bednarz, Hedi	Assistant Professor	Doctor in Nursing Education; Case Western Reserve University, Cleveland, OH
Biggs, Megan	Assistant Professor	Master of Science in Nursing; Grand Canyon University, Phoenix, AZ
Blair Stevenson, Rebecca	Assistant Professor	Doctor of Nursing Practice; Purdue Global University, Davenport, Iowa
Buckley, Victoria	Assistant Professor	Master of Science in Nursing; Walden University, Minneapolis, MN
Bury, Chantz	Assistant Professor	Doctor of Nursing Practice in Education; Regis College, Boston, MA

Cawley, Colleen	Assistant Professor	Master of Science – Nursing Education, Western Governors University, SLC, UT
Churchill, Paige	Assistant Professor	Masters of Science in Nursing Education, Walden University, Minneapolis, MN
Clayson, Joey	Assistant Professor	Master of Science in Nursing; Western Governors University, Salt Lake City, UT
Clemons, Teen	Assistant Professor	Doctor of Nursing Practice, Georgia College and State University, Milledgeville, GA
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Draper, LaShelle	Assistant Professor	Master of Science, Nursing Education; Utah Valley University, Orem, UT
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Flynn, Linda	Assistant Professor	Doctor of Nursing Practice – Educational Leadership; American Sentinel University, Aurora, Colorado.
Frisbie, Kathleen	Assistant Professor	Master of Science in Nursing Education; SUNY Binghamton, Binghamton, New York
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
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Hopkins, Thomas	Assistant Professor	Master of Science in Nursing; Drexel University, Philadelphia, PA
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Kirkland, Michael	Assistant Professor	Master of Science in Nursing; Virginia Commonwealth University, Richmond, VA
Kuykendall, Heather	Assistant Professor	Master of Science in Nursing Education; Aspen University, Denver, CO
Lane, Bobby	Assistant Professor	Master of Science in Nursing; Saint Louis University, St. Louis, MO
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Lookingbill, Tracy	Assistant Professor	Doctor of Nursing Practice; Aspen University, Denver, CO
Macdonald, Tracy	Assistant Professor	Master of Science in Nursing Education; Western Governors University, Salt Lake City, UT
McClannahan, Deborah	Assistant Professor	Master of Science Nursing Leadership and Education; Northwest Nazarene University, Nampa ID
McClary, Patty	Assistant Professor	Master of Science in Nursing; Boise State University, Boise, ID
McDonald, Sheryl	Assistant Professor	Master of Science in Nursing; University of Phoenix, Phoenix, AZ
Medrano, Susan	Assistant Professor	Master of Science in Nursing Leadership and Management; Western Governors University, Salt Lake City, UT
Muir, Jessica	Assistant Professor	Master of Science in Nursing; Western Governors University, Salt Lake City, UT
Parker, Amanda	Assistant Professor	Master of Science in Nursing Education; Indiana Wesleyan University, Marion, IN
Pearce, JoAnne	Assistant Professor	Master of Science in Nursing; University of Northern Colorado, Greeley, CO
Politte, Kelly	Assistant Professor	Master of Science in Nursing; University of Wyoming, Laramie, WY
Ramey, Linda	Assistant Professor	Master of Science in Nursing Education; Western Governors University, Salt Lake City, UT
Shepherd, Su-Ellen	Assistant Professor	Masters of Nursing/Education Western Governors University, Salt Lake City UT
Smith, Cynthia	Assistant Professor	Master of Science in Nursing; Georgia Southern University, Statesboro, GA

Smith, Shawna	Assistant Professor	Master of Science in Nursing; The University of Northern Alabama, Florence, AL
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St. Germain, Reyna	Assistant Professor	Doctor of Nursing Practice, Family Nurse Practitioner, George Mason University, Fairfax, VA
Stanford, Mendy	Assistant Professor	Doctor of Nursing Practice; Grand Canyon University, Phoenix, AZ
Stewart, Magdalena	Assistant Professor	Doctor of Nursing Practice; University of Michigan, Flint, MI
Trout, Linda	Assistant Professor	Doctor of Philosophy in Nursing; Widener University, Chester, PA
Tucker, Chyleen	Assistant Professor	Master of Science in Nursing; Excelsior College; Albany, NY
Verbance, Tamie	Assistant Professor	Master of Nursing Education; Grand Canyon University, Phoenix, AZ
Walker, Kristin	Assistant Professor	Master of Science in Nursing; Old Dominion University, Norfolk, VA
Whisenant, Laurie	Assistant Professor	Master of Science in Nursing; Grand Canyon University, Phoenix, AZ
Wilcox, Tim	Assistant Professor	Doctor of Nursing Practice; Walden University, Baltimore, MD,
Williams, Shymeka	Assistant Professor	Doctor of Nursing Practice in Healthcare Systems Leadership; Chamberlain University, Downers Grove, IL
Winters, Nichole	Assistant Professor	Master of Science in Nursing; University of Utah, Salt Lake City, UT
Woods, Tanna	Assistant Professor	Doctor of Philosophy Health Science in Nursing; Idaho State University, Pocatello, ID
Workman, Bradley	Assistant Professor	Master of Science in Nursing; Brigham Young University, Provo, UT
Jaques, Dionne	Instructor	Bachelor of Science in Nursing; Nightingale College, Salt Lake City, UT
General Education		

Walton, Erin	Director, General Education	Doctor of Education in Higher Education Administration; University of Concordia, Portland, OR
Christensen, Malinda	Lead Faculty, Physical and Life Sciences	Master of Science in Physician Assistant Studies; Idaho State University, Pocatello, ID
Gage, Wyatt	Lead Faculty, Physical and Life Sciences	Master of Arts in Healthcare Administration; Ashford University, San Diego, CA
Hawkins, Heather	Lead Faculty, Physical and Life Sciences	Doctor of Medical Dentistry; Nova Southeastern University, Ft. Lauderdale, FL
Manoa, Denelle	Assistant Manager, Faculty Development	Master of Science in Psychology with a specialization in Educational Psychology, Capella University, Minneapolis, Minnesota
Phillips, Kaydee	Lead Faculty, English and Communication Arts	Master of Science in American Studies; Utah State University, Logan, UT
Scholz, Katherine	Lead Faculty, Mathematics	Master of Education; University of Utah, Salt Lake City, UT
Beck, Kimberly	Assistant Professor, General Education	Master of Education; Utah State University, Logan, UT
Bradley, Stephen	Assistant Professor, General Education	Doctor of Philosophy in Microbiology and Biochemistry; University of Idaho, Moscow, ID
Bunnell, Shanna	Assistant Professor, General Education	Master of Science in Nutrition; University of Utah, Salt Lake City, UT
Burton, Shannon	Assistant Professor, General Education	Doctor of Philosophy in Education, Capella University, Minneapolis, MN
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
DeArmon, Anne	Assistant Professor, General Education	Master of Arts in Mathematics Education; Western Governors University, Salt Lake City, UT
Dorman, Tish	Assistant Professor, General Education	Master of Science in Nursing Education; Walden University, Baltimore, MD
Eyster, Tamara	Assistant Professor, General Education	Doctor of Education in Education Technology; Northcentral University, Scottsdale, AZ
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	Lead Faculty, Human Behavior and Social Sciences	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
Michas, Stephen	Assistant Professor, General Education	Doctor of Philosophy in Psychology; Capella University, Minneapolis, MN
Migel, Zach	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	Lead Faculty, Humanities and Fine Arts	Doctor of Philosophy in Human Science; Saybrook University, Oakland, CA
Walton, Julie	Assistant Professor, General Education	Doctor of Pharmacy; University of Southern CA, 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, Sandra	Assistant Professor, General Education	Master of Arts in Communication; Marist College, Poughkeepsie, NY
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
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
Atwood, Elizabeth	Manager, Curriculum	Master of Science in Nursing Education; Bryan College of Health Sciences, Lincoln, NE
Jones-Pasley, Kristine	Manager, Faculty Development	Doctor of Philosophy, Organization and Management – Leadership; Capella University, Minneapolis, MN
Bennett, Allison	Assistant Manager, Curriculum, NES	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
Brown, Casey	Analyst, Assessments	Master of Information Systems; University of Utah, Salt Lake City, UT

Nash, James	Specialists, Assessments	Master of Arts in Adult Education Communications Technology; Indiana University of Pennsylvania, Indiana, PA
Academic Technology		
Young, Carson	Manager, Academic and Technology Services	
Cruz, Gerad	Assistant Manager, Academic Technology	Bachelor of Science in Information Technology; Purdue University Global, Chicago, IL
Christensen, Grey	Senior Specialist, ATS	
Bausley, Kimberly	Specialist, Academic Technology Support	Master of Science, Adult Education; Capella University, Dallas, TX
Evans, Alexander	Specialist, Academic Technology Support	Associate of Science in Mathematics; Salt Lake Community College, Salt Lake City, UT
Weyland, Ryan	Coordinator, Academic Technical Support	
Learner Experience		
Olsen, Jeffrey	Vice President, Learner Experience & Provost	Doctor of Philosophy in Instructional Technology and Learning Sciences; Utah State University, Logan UT
Nielsen, Dina	Senior Manager, Learner Support Services	Doctor of Philosophy in Higher Education Leadership; University of Nevada Las Vegas, Las Vegas, NV
Gonzalez Garcia, Josue	Learner Navigator	
Jones, Sarah	Learner Navigator	Bachelor of Science in Psychology; Southern Utah University, Cedar City, UT
Meeks, Haydin	Learner Navigator	Bachelor of Science in Behavioral Science; Utah Valley University, Orem, UT
Welker, Catherine, MLS	Manager, Learner Resources & Librarian	Master of Library and Information Science; Emporia State University, Emporia, KS
Moore, William	LCAS Manager	Bachelor of Science in Exercise and Sports Science, University of Utah, Salt Lake City, UT
Doederlein, Quinn	Coordinator, Learner, Career and Alumni Services	

Jones, Jonathon	Assistant, Learner, Career & Alumni Services	Bachelor of Science in Political Science and a minor in Psychology; University of Utah; Salt Lake City, Utah
Miller, Ashley	Coordinator, Learner, Career, and Alumni Services	Associate Degree in Science, General Studies, Weber State University, Ogden, UT
Astin, Kaylie	Coordinator, Learner Communications	Master of Professional Communication; Weber State University, Ogden, UT
Gnehm, Kennedy	Coordinator, Learner, Career, and Alumni Services	
Pruyne, Sr., Jeffrey	Assistant Professor, General Education	Master of Education in Counseling & Psychotherapy; Notre Dame College, Manchester, NH
Hanlon, Samantha	Lead Counselor, Learner Advising and Life Resources	Master of Arts in Counseling; University of San Francisco, CA
Lopez, David	Lead Counselor, Learner Advising and Life Resources	Master of Arts in Higher Education; Argosy University, Draper, UT
Bokish, Amanda	Counselor, LALR	Master of Science in Leadership; Embry Riddle Aeronautical University, Daytona Beach, FL
Borelo, Chelsea	Counselor, Learner Advising and Life Resources	Master of Science, Social and Organizational Psychology; University of Exeter, Exeter, England
Maddock, Sarah	Counselor, Learner Advising and Life Resources	Master of Social Work; University of Utah, SLC, UT
Orellana, Carlos	Counselor, LALR	Bachelor of Arts in Psychology; Hofstra University, Hempstead, NY
Schmitt, Emily	Counselor, LALR	Master of Science and Leadership; Western Governor's University, Salt Lake City, UT
Solimeno, Lauralee	Counselor, Learner Advising and Life Resources	Master of Education in Curriculum & Instruction; Concordia University, Portland, OR
Young, Spencer	Counselor, Learner Advising and Life Resources	Bachelor of Arts in Psychology; Brigham Young University, Provo, UT
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	
Bowman, Adam	Associate Registrar	
Dunaway, Samantha	Associate Registrar	Bachelor of Science, Biology, Zoology, Theatre Arts; Oregon University, Manmouth, OR
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
Staker, Abbey	Associate Registrar	
Outeiro, Rachel	Associate Registrar	Bachelor of Arts in Liberal Studies; California State University, Bakersfield, Bakersfield, CA
Enrollment Management		
Reece, Jeana	Senior Director, Enrollment	Bachelor of Science in Health Care Administration; Idaho State University, Pocatello, ID
Financial Aid		
McCormick, Noemi	Director, Financial Aid	Bachelor of Science in Business Administration; University of Maryland University College, Adelphi, MD
Colombari, Chelsea	Manager, Learner Funding	Associate of Science in Applied Accounting; University of Alaska Fairbanks, Fairbanks, AK
Gordon, Kim	Manager, Government Funding Programs	Bachelor of Science in Guidance and Counseling; District of Columbia Teachers College, Washington, DC
Morgan, Rochelle	Lead, Learner Funding	
Nazario, Marissa	Lead, Government Funding Programs	Bachelor of Fine Arts; University of South Florida, Tampa, FL
Hansen, Kateryna	Senior Processor, Government Funding Programs	Bachelor of Arts in Commercial and Labor Law; Interregional Academy of Personal Management, Sumy, Ukraine

Barker, Emilie	Processor, Government Funding Programs	
Brutus, Ruth	Processor, Government Funding Programs	Bachelor of Arts in Healthcare Administration; Ashford University, San Diego, CA
Duque, Concepcion	Processor, Government Funding Programs	Health Office Specialist Ameritech College, Provo, UT
Jennings, Shamoneak	Processor, Government Funding Programs	Master of Science in Finance, New England College of Business, Boston, MA
Juarez, Alessandra	Processor, Government Funding Programs	Associate of Science Office Management; Eagle Gate College, Murray, UT
Ouren, Rebecca	Processor, Government Funding Programs	Bachelor of Science in Psychology; Westminster College, Salt Lake City, UT
Pfeil, Arica	Processor, Government Funding Programs	Bachelor of Science in Psychology; University of Utah, Salt Lake City, UT
Keeno, Cynthie	Senior Advisor, Learner Funding	Bachelor of Science in Education; Brigham Young University, Provo, UT
Rodriguez, Patricia	Senior Advisor, Learner Funding	
Shaffer, Diane	Senior Advisor, Learner Funding	Bachelor of Arts in English; Brigham Young University, Provo, UT
Conklin, Theresa	Advisor, Learner Funding	Master of Public Administration; Grand Canyon University, Phoenix, AZ
Flores-Alvarez, Edelin	Advisor, Learner Funding	Master of Arts in Teaching; National University, San Diego, CA
Fortin, Alicia	Advisor, Learner Funding	Bachelor of Education in Secondary Education; University of Vermont, Burlington, VT
Hastings, Shaliena	Advisor, Learner Funding	
Jackson, Emily	Advisor, Learner Funding	Bachelor of Fine Arts in Modern Dance; University of Utah, Salt lake City, UT
Johnson, Jadrian	Advisor, Learner Funding	Bachelor of Entrepreneurial Studies; Grand Canyon University, Phoenix, AZ
Morgan, Skyler	Advisor, Learner Funding	Bachelor of Science in Health, Society, and Policy; University of Utah, Salt Lake City, UT

Perez, Monica	Advisor, Learner Funding	Bachelor of Science in Health Promotion and Education, University of Utah, Salt Lake City, UT
Scannell, Emma	Advisor, Learner Funding	Bachelor of Arts in Dance 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, Learner Funding	Associate's of Education; Salt Lake Community College, Salt Lake City, Utah
Zoleto, Leslie	Advisor, Learner Funding	
Admissions		
McVay, Stacie	Director, Admissions	
Christlieb, Rebecca	Manager, Admissions	Master of Business Administration; University of Phoenix, Tempe, AZ
Bush, Andrea	Lead, Admissions	
Dials, Katherine	Lead, Admissions	Bachelor of Arts in Social Science, University of Wyoming, Laramie, WY
Jewkes, Katelyn	Lead, Admissions	Associate of Science in General Studies; Utah Valley University, Orem, UT
Cote, Tara	Senior Advisor, Admissions	Associate Degree in Criminal Justice; Eagle Gate College, Layton, UT
Fox, Hannah	Senior Advisor, Admissions	Master of Business; Strayer University, Washington DC
Mayberry, Brandi	Senior Advisor, Admissions	
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
Christensen, McKenna	Advisor, Admissions	Associate of Art and Science; Brigham Young University of Hawaii, Laie, HI
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
Kenney, Jayson	Assistant, Admissions	Associate of Behavioral Science; Utah Valley University, Orem, UT
Lewis, Jasmine	Advisor, Admissions	Bachelor of Science in Communication; Southern Utah University, Cedar City, UT
Little, John	Assistant, Admissions	Bachelors
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
Mitchell, Jared	Advisor, Admissions	Master of Divinity; Shepherds Theological Seminary, Cary, NC
Nelson, Sarah	Advisor, Admissions	Bachelor of Science in Horticulture; Brigham Young University Idaho, Rexburg, ID
Price, Dan	Advisor, Admissions	Master of Business Administration; University of Phoenix, Salt Lake City, UT
Rowley, Madeline	Advisor, Admissions	Bachelor of Science in Sociology; Weber State University, Ogden, UT
Sears, Heather	Advisor, Admissions	Bachelor of Arts in Theatre; University of Northern Colorado, Greeley, CO
Smith, Emily	Advisor, Admissions	Bachelor of Science in Humanities; University of Utah, Salt Lake City, UT

Southworth, Heath	Advisor, Admissions	Master of Science in Communications; Colorado Technical University, Colorado Springs, CO
Stanley, Michelle	Advisor, Admissions	Associate Degree; Salt Lake Community College, Salt Lake City, UT
Sumner, Jennifer	Advisor, Admissions	
Sutton, Xashia	Advisor, Admissions	Associates Degree
Weaver, Russell	Advisor, Admissions	Master of Science in Management & Leadership; Western Governors University, Salt Lake City, UT
Yates, Darren	Advisor, Admissions	Bachelor of Science, Interdisciplinary Studies; Utah State University, Logan, UT
Bounajem, Michelle	Assistant, Admissions	Associate of Art; Dixie State University, St. George, UT
Clark, Travis	Assistant, Admissions	Associates of Art; Dixie State University, St. George, UT
Phengphong, Soumaly	Assistant, Admissions	Bachelor of Behavioral Science emphasis in Social Work
Lin, Samson	Coordinator, Admissions	Master of Arts in political science; The Johns Hopkins University; Baltimore, MD
Stapley, Emily	Advisor, Admissions	
Allen, Madeline	Coordinator, Admissions	Bachelor of Art in Art History; University of Utah, Salt Lake City UT
Buehner, Morgan	Coordinator, Admissions	Associates of Science General Studies, Salt Lake Community College, Salt Lake City, UT
Luu, Angela	Receptionist, Admissions	Bachelor of Science in Biology; Roanoke College, Salem, VA
College Support Services		
Asman, Tyler	Vice President, Operational Effectiveness	Master of Social Work; University of Houston, Houston, TX
Morris, Jennifer	Director, FSA Programs Compliance	Bachelor of Science in Business Management; Western Governors University, Salt Lake City, UT

Marston, Scott	Senior Manager, Legal and Compliance	Juris Doctor; Cecil C. Humphreys School of Law, Memphis, TN
Owens, Kendra	Vice President, Accounting and Finance	Master of Business Administration; Weber State University, Ogden, UT
Walker, Brian	Assistant Controller	Master of Business Administration; Utah Valley University, Orem UT
Conner, Lisa	Staff Accountant	Associate of General Business; Rio Salado College, Tempe, AZ
Furlong, Jeffrey	Manager, Learning Funding	Master of Education in Educational Leadership & Policy, emphasis in Student Affairs; University of Utah, Salt Lake City, UT
Schmitt, Crystal	Lead, Accounts Receivable	Associate of Business Administration; Glendale Community College, Glendale, CA
Cobo, Liza	Specialist, Accounts Receivable	Bachelor of Arts Economic Course work; California State University, Northridge, CA
Hardinger, Danielle	Specialist, Accounts Receivable	Bachelor of Arts in Cultural Studies; Columbia College, Chicago, IL
Moreau, Thomas	Specialist, Accounts Receivable	Associate of Business; College of Southern Nevada, Las Vegas, NV
Orr, Alexis	Specialist, Accounts Receivable	
Smith, Madison	Specialist, Accounts Receivable	Bachelor of Science in Exercise Sports Science; Weber State University, Ogden, UT
Velasco, Salvador	Specialist, Accounts Receivable	
Davidson, Katy	Specialist, Collections	Bachelor of Science in Political Science; Brigham Young university – Idaho, Rexburg, ID
Doering, Cassandra	Coordinator, Learner Accounts	
Halladay, Blake	Director, Nightingale Network	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, Phoenix, AZ

Zuber Jr, Stanley	Regional Manager, Partnerships	Associate Degree in Health Sciences; Luzerne County Community College, Nanticoke, PA
Tueller, Laurie	Area Development Manager, Partnerships	
Davis, BreAnn	Coordinator, Partnerships and State Authorizations	
Brown, Kyle	National Relationships Manager, Partnerships	Bachelor of Science Business Administration and Marketing; Utah State University, Logan, UT
Bentz, Richard	Director, Marketing	Bachelor of Science in Marketing and Finance; University of Utah, Salt Lake City, UT
Michael, Shannon	Director, Communications	
Coughran, Ben	Specialist, Social Media	
Davis, Lyndsie	Specialist, Communications	Master of Public Relations; Boston University, Boston, MA
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 in Statistics; Utah Valley University, Orem, UT
Wicklund, Jason	Manager, IT	Bachelor of Science in Computer Science and Advanced Networks; University of Phoenix, Phoenix, AZ
Crane, Tenace	Administrator, SharePoint & Automation	
Foulger, Ashton	Coordinator, Information Technology	Associate of Science in General Studies; Weber State University, Ogden, UT
Lott, Sterling	Coordinator, Information Technology	Associate of Applied Science; Chandler-Gilbert Community College, Chandler, AZ
Skipps, Penina	Manager, Governance and Operations Support	
Autagne, Kalie	Coordinator, College Operations Support	

Fiso, Vaianna	Receptionist, College Operation Support	
Skipps, Penina	Manager, College Operations Support	
Collaborator Support Services		
Palacios, Marianne	Vice President, Collaborator Experience	Bachelor of Science in Psychology; Weber State College, Ogden, UT
Sorensen, Mickael	Director, Collaborator Experience	Master of Business Administration; University of Utah, Salt Lake City, UT
Black, Tarah	Senior Manager, Talent Systems	Bachelor of Science in Business Management; Utah State University, Logan UT
Bashyal, Shirsty	Senior Lead, Talent Acquisition	Master of Business Administration; Missouri S&T, Rolla, MO
Biven, Lianna	Coordinator, Collaborator Experience	
DiPaola, Marissa	Manager, CX Operations	Master of Business Administration; Western Governors University, Salt Lake City, UT
Parrill, Nicole	Senior Coordinator, Talent Acquisition	Bachelor of Science in Business Management; Utah Valley University, Orem, UT
Jackson, Jenna, MS, RDN, CWPC	Manager, Wellevate	Master of Science in Nutrition, California State University Northridge, Northridge, CA
Lamb, Jeanette, MSN, CNM	Coach, Health & Wellness	Master of Science in Nursing; Frontier Nursing School, Hyden, KY