



2022-2023

CATALOG

Version III

www.nightingale.edu

2023-2024 ACADEMIC CALENDAR

April 2023

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May 2023

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April 2024

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-  Mandatory College Readiness Online Seminar for New Learners
-  Semester End Date
-  Semester Start Date/ New Learner Welcome Forum
-  Constitution Day
-  In-Person Graduation Celebration

-  Holiday - College Closed
-  Last Day of Add/Drop by 5:00 pm Mountain Time
-  Nurse Pinning/ Commencement Ceremony

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

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

Nightingale College

Catalog

Version III

2022-2023 Academic Year

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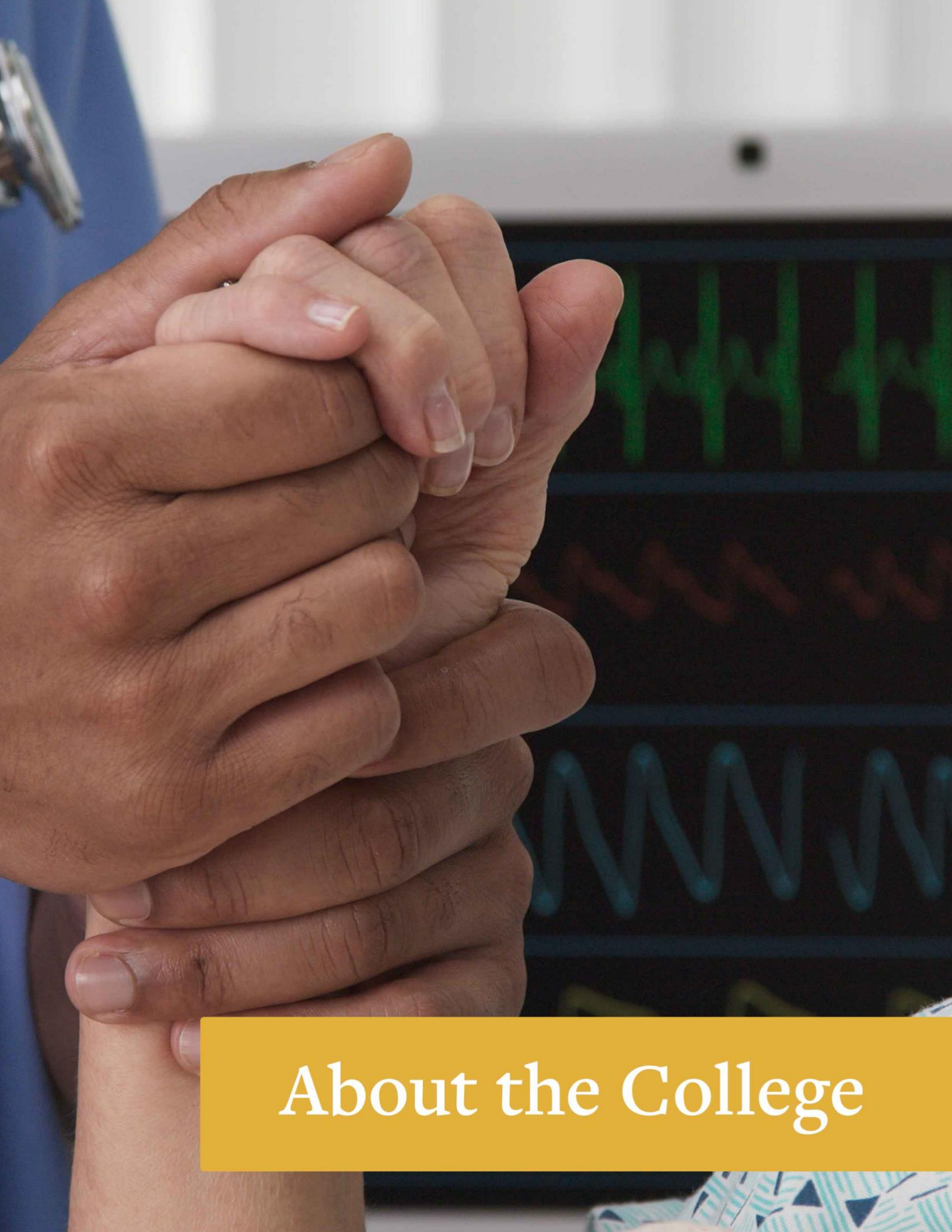
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About the College

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’s and master’s degree levels.

Nightingale College was formed in 2010 and is owned by Nightingale College, LLC, a Delaware limited liability company 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 its Practical Nursing Diploma Program.

Board of Managers

Mary Bittner, Charles Cook (Chair), Michael Dakduk, Christina Dempsey, Gideon Esuzor, Mary-Anne Ponti, Charles Restivo, Jeffrey Romney, Mikhail Shneyder (CEO of Nightingale Education Group), 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 healthcare 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.

Pathway

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

- I choose 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 growth mindset, transparency, and responsibility, while building community.

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)
6116 Executive Blvd., Suite 730
North Bethesda, MD 20852
(301) 291-7550
www.abhes.org



Nightingale College is institutionally accredited by the Northwest Commission on Colleges and

Universities, which is an agency recognized by the United States Department of Education. For more information visit:

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



Nightingale College's Practical Nursing (distance education) program is accredited by the National League for Nursing Commission for Nursing Education Accreditation.

The NLN Commission for Nursing Education Accreditation (CNEA)
2600 Virginia Avenue, NW, Eighth Floor
Washington, DC, 20037
(202) 909-2526
<https://cnea.nln.org/>



The LPN-ASN program delivered via distance education at Nightingale College 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.

The NLN Commission for Nursing Education Accreditation (CNEA)
2600 Virginia Avenue, NW, Eighth Floor
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 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>



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
(801) 530-6601
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
(888) 370-7589
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
 (720) 680-1600
<https://nc-sara.org/>



The Licensed Practical Nursing (LPN) to 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 prelicensure program, 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
<https://www.dopl.utah.gov/nursing/>



Business Hours

The College's normal business hours are 9 a.m. to 5 p.m. 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 virtual campus operations from which all education and support services are delivered. The space includes:

- five (5) private offices;
- three (3) private workstations;
- ten (10) workstations;
- one (1) conference room;
- one (1) broadcast room;
- staff kitchen and breakroom;
- two (2) restrooms;
- reception area.

Separate Education Centers (SEC)

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

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, Colorado 80906

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

Idaho

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

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

County West Building
650 Addison Avenue West, 300 B
Twin Falls, Idaho 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, Kansas 66503

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

Nevada

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

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

Pennsylvania

Cedar Haven Healthcare Center
 590 South Fifth Avenue
 Lebanon, Pennsylvania 17042

Penn Highlands DuBois Hospital
 59100 Hospital Avenue
 DuBois, Pennsylvania 15801

Utah

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

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

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

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

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

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

Wyoming

Shepherd of the Valley Healthcare Community
 60 Magnolia
 Casper, Wyoming 82604
 (307) 215-3213

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

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

Supervised On-Ground Field Experience (SOFE) Sites

Supervised On-Ground Field Experience (SOFE) Sites are healthcare partner facilities utilized for direct focused client care and integrative practicum (IP) experiential learning, required components of prelicensure 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. Updated versions of the Catalog are distributed to all learners via the learning management system and posted on the College's website: <https://nightingale.edu/college-catalog-2/>. The Catalog changes become effective immediately upon publication, unless otherwise specified, and apply to all currently enrolled learners.



Registration Information

REGISTRATION INFORMATION

Transfer of Credit

Unit of Credit

The College offers sixteen (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 previously completed coursework is 5:00 p.m. Mountain Time thirty-eight (38) 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, the Council for Higher Education Accreditation (CHEA), or certain non-U.S. institutions of higher learning. See requirements of acceptable transfer credits below.

Transfer Credit Appeal

Upon completion of an official transcript review, learners will receive a Transfer Credit Evaluation (TCE). If there is a particular course to be reconsidered that is not present on the TCE, learners may contact the Registrar's office to submit a Transfer Credit Appeal form with a corresponding syllabus from the institution where the course was completed. The deadline for the submission of credit appeals is 5:00 p.m. Mountain Time twenty-four (24) days prior to the start of an academic semester.

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), the Commission on Collegiate Nursing Education (CCNE), or certain equivalent non-U.S. nursing programs.
- The course content, 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 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 or the LPN to ASN Program 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, 95 South 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/or 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 the 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 also may 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.

HESI Nursing Course Exams

Learners requesting transfer of credit based on HESI Nursing Course Exams should consult the Advanced Placement Candidates Only section in the relevant program.

Enrollment

Learner Classifications

Note: Adding or dropping courses can change learner classification, which may affect financial aid eligibility and academic progress. Learners may meet with a Learner Funding Advisor for more information.

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 the 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 206 and BSN 225, free of charge. To earn a transfer of credit for BSN 215, learners must successfully complete the Medical Dosage Calculation (MDC) self-paced online course as described in the [Acceptance Notification and Matriculation Requirements](#) section of the Catalog. Otherwise, learners must complete BSN 215. To earn a transfer of credit for BSN 246 and/or BSN 266, candidates must pass the required placement exams as described in the [Admissions Requirements and Procedures](#) section of the BSN Program.

The College offers advanced placement in the Licensed Practical Nursing (LPN) to Associate of Science in Nursing (ASN) Program to qualified Licensed Practical and Vocational Nurses (LPN/LVN). To earn transfer of credit for ASN 241 and/or ASN 261, candidates must pass the required placement exams as described in the [Admissions Requirements and Procedures section of the LPN to ASN program](#).

The College offers advanced placement in the Bachelor of Science in Nursing (BSN) Program to qualified active duty or retired U.S. Air Force 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 and the Licensed Practical Nursing (LPN) to Associate of Science in Nursing (ASN) 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 and the [Admissions Requirements and Procedures section of the LPN to ASN program](#).

Matriculated

A degree-seeking learner who has completed all admission and matriculation requirements is considered fully matriculated in an academic program. A degree-seeking learner who has not completed all admission matriculation requirements may be considered conditionally matriculated. Fully matriculated and conditionally matriculated learners must complete the Learner Success Series in the first semester of enrollment to progress in the 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: (1) continuing education or non-degree seeking learners and (2) degree-seeking learners who are enrolled in an academic program but have not yet completed all matriculation requirements. In addition to other matriculation requirements, non-matriculated degree-seeking learners must complete the Learner Success Series in the first semester of enrollment to fully matriculate in the academic program. For more information, see the [Non-Matriculated Learners Requirements](#) section of this Catalog.

Pending Graduate

A learner who has successfully completed the academic program course requirements but has one (1) or more other graduation requirements outstanding will be granted pending graduate status for up to one (1) additional academic semester. The degree will not be conferred and, where applicable, the learner may not apply for RN licensure or 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 future graduation 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 prelicensure program 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 Level 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 are complete, or "2" if at least half of the required semester credits are 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 assignments based on available openings at SOFE sites. The College cannot guarantee learners will receive on-ground experiential learning assignments at

any specific SOFE site or within any particular area. Learners may be assigned to complete on-ground experiential learning requirements anywhere within the United States. Learners refusing SOFE placement for any reason will receive a failing grade if the required experiential learning or integrated practicum course hours are not complete by the end of the semester.

b. Full-Virtual

Refers to learners who are engaged in distance courses only.

Course Delivery Modalities

a. Distance

Refers to education using 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 and 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, 95 South State 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 prelicensure 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 prelicensure 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 prelicensure 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 prelicensure 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 Licensed Practical Nursing (LPN) to Associate of Science in Nursing (ASN) 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. However, non-matriculated degree-seeking learners who are subject to the completion of MAT 90 and/or ENG 90 and/or NWC 90 may not enroll in any college-level courses and are not eligible for Title IV Federal Student Aid.

Learner Personal Contact and Demographic Information

Learners are responsible for notifying the Registrar's Office of any changes in their personal contact and/or demographic information, including but not limited to: name, gender, permanent residency address, physical address, telephone number(s), and email, by requesting, completing, and submitting the official Change in Information Form or updating their 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.

Learners who are or will be actively enrolled in a course with an Experiential Learning component must update their physical address within the Learner Portal no later than 15 calendar days prior to the official start of the next semester.

Please note: Learners with a previously designated SOFE as of Spring Semester 2022 who relocate to a region outside of their previously designated SOFE will no longer be eligible for reimbursement of travel expenses under the [Experiential Learning Schedules policy](#).

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 in the given course. Corequisites are defined as courses that must be completed concurrently with the given course. Due to complexities in the scheduling process, requests for specific sections or instructors will not be accommodated.

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 for 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.

Part-time Options

Part-time options are available based on transferred credit and remaining credit load. Learners who wish to pursue part-time options must inform the Registrar. General Education courses may be distributed over five semesters. Once learners matriculate into nursing courses, the program must

be completed according to the Program Plan in the student portal. Exceptions may be made by Registration Management in consultation with the Program Director in extreme circumstances.

Repeat Coursework

If learners fail a course that is a prerequisite for another course, they must retake and successfully pass the failed course before enrolling in the course with the prerequisite requirement. Learners who fail to successfully complete a course on the third attempt will not be eligible to continue in the academic program and will be withdrawn from the College. 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.

In undergraduate coursework, learners who are withdrawn from a bachelor's program or associate degree program due to three unsuccessful attempts in nursing core classes may request admission to the Practical Nurse (PN) diploma program or LPN to ASN Program if the program is available in their area. Admission is not guaranteed. Learners may contact Registration Management to verify eligibility. The learner should refer to their Learner Funding Advisor for additional information about impact on learner ledger and financial aid.

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 also may unregister from courses and receive the corresponding tuition and/or fee credit. As part of the accelerated program, a Program Plan is provided to learners upon entry. This Program Plan outlines the most efficient route to program completion. Because many classes are prerequisites or corequisites for other courses, dropping and adding courses at the beginning of each semester may be restricted. Learners requesting deviations from their Program Plans may contact Registration Management.

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 p.m. 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 that learners meet with their Learner Support Services (LSS) 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 p.m. Mountain Time on the last Friday of the add/drop period of 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.

Withdrawal and Reinstatement Policies*Cancellation of Enrollment*

New learners may cancel enrollment in the College without incurring any tuition charges by providing 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 the [Refund for Cancellation of Enrollment](#) section of this Catalog.

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 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 contacting their assigned LSS counselor. Learners also must submit a withdrawal form and complete the Learner Funding exit interview as part of the withdrawal process. Learners also must pay any outstanding balances owed to the College.

Learners who have been withdrawn from the College and wish to resume studies must undergo the re-entry process. Learners may initiate this process by contacting re-entry@nightingale.edu. If a learner is readmitted, all 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 by the Last Day of Attendance (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 twelve (12) consecutive calendar days, excluding the College's official breaks and holidays, will be automatically withdrawn.

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 Date of Determination (DoD) date for learners who complete the formal withdrawal process is the date on which the learner notified the College in writing to indicate intention 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 twelve (12) calendar days after the LDA.

Re-Entry Learners

If a learner withdraws from Nightingale College, they may consult a re-entry advisor to appeal for re-entry into the academic program. If one (1) year has passed since their last date of attendance, the learner will be required to pay a new application fee, retake the entrance exam, and retake any applicable placement exams. All re-entry learners are subject to the most current re-entry and Catalog policies, including those that apply to testing, transfer of credit, etc. Withdrawn learners with a balance owed to Nightingale College must be cleared by the Bursar before re-entry may be approved. Final approval for re-entry into the academic program is at the discretion of the Re-entry Committee.

Short-Term Re-Entry (STRE)

Short-term re-entry (STRE) creates a pathway for eligible withdrawn learners to return to the College within 180 days from the last recorded date of attendance (LDA) through an accelerated and simplified process.

A learner will be eligible for STRE if the following criteria are met: the learner has voluntarily withdrawn from the College, the learner has not exceeded two total enrollments within the same program (exceptions may be granted in rare circumstances), the learner has not failed any course on the third attempt, the learner is not transferring in any additional credits at the time of re-entry, no more than 180 days elapses between the learner's LDA and resuming active participation in courses, and the learner has met all deadlines set by Registration Management.

For learners returning under STRE, Registration Management will honor all previously submitted admission documents, transfer credits, and testing from the original start application. Learners

admitted under STRE will not be required to fulfill all the requirements of the traditional admissions re-entry process. Approval for STRE is at the discretion of Registration Management.

Readmission of Servicemembers

If a learner cannot attend the academic program because of military service, the College will readmit the servicemember with the same academic status upon their return as the learner had when last attending an 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 also must 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 as a result of 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 withdrawal policy. 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, those charges will be assessed 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 learner will be assessed 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 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.

For more information, 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 sixty-eight (68) semester-credit program is 102 semester credits, or 150% of sixty-eight (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. Foundational course work, non-credit courses, and pass/fail grades 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 (CGPA)

Learners must achieve specific cumulative grade point average (CGPA) 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 on academic probation, learners must participate in academic advising with the assigned Learner Support Services counselor and meet predetermined objectives. See the [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 also will be placed on an automatic financial aid warning or probation, following a successful appeal. Refer [to the 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 reconsideration of the 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 the College's 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 twelve (12) 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 pursue further action 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 (prelicensure nursing programs only);
- be current with financial obligations to the College;
- complete the Federal Direct Student Loans exit counseling and any other Learner Funding 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.

Program Cohort Valedictorian

The learner who achieves the highest GPA in a graduating cohort is recognized and invited to speak as the cohort's valedictorian at the commencement ceremony. When multiple learners achieve the highest GPA, ties are broken by determining the highest standardized nursing test scores (Exit HESI). Learners who are tied by GPA but do not have the highest score on standardized testing will be noted as salutatorians, if applicable. Valedictorians (and salutatorians, if applicable) are awarded separately for each degree program cohort.

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 also may 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 INFORMATION

Learner Funding Overview

Learner Funding Advisors (LFAs) 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 offer borrowers lower interest rates and provide 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. Learners should 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 of completion, 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 also may be eligible to apply for private education loans through local banks, credit unions, 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 who are either 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 usually is 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, learners may 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 in 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 because of 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, tuition, or fee waivers. The JFS is not applicable to the Master of Science in Nursing Education (MSNEd) Program, the Master of Science in Nursing Family Nurse Practitioner (MSN FNP) 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: Learners who are active duty servicemembers, veterans, and spouses of active duty servicemembers and who meet 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: Learners who are active duty servicemembers, veterans, and spouses of active duty servicemember learners and who meet 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 that reduces tuition 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 end 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 the 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;
- Does not apply to repeat coursework.

Note: If a President's FNS recipient formally withdraws from the academic program, they forfeit the 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;
- Does not apply to repeat coursework.

Note: If an Honors FNS recipient formally withdraws from the academic program, they forfeit the 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 eight (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;
- Does not apply to repeat coursework.

Note: If the SJRS recipient formally withdraws from the academic program, they forfeit the 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;
- Does not apply to repeat coursework.

Note: If the KSS recipient formally withdraws from the academic program, the learner forfeits the 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 recommendation:
 - 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.
- Does not apply to repeat coursework.

Note: If an ES recipient formally withdraws from the academic program, the learner forfeits the 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 a semesterly basis;
- Does not apply to repeat coursework;
- Scholarships are awarded on a 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 the 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.

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;

- A 10% employee tuition discount applies to the employees of a SOFE partner that previously served as a legacy experiential learning hub (ELH) and maintains an active SOFE partnership with the College;
- A 5% employee tuition discount applies to the employees of a SOFE partner that 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. The learner must 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 p.m. Mountain Time 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 installment or 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 learner must sign the One-Time Cash Payment agreement and 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 are responsible for payment of late fees and interest, will be subject to records holds, and may be withdrawn from the program.

Learners with a gap balance in tuition owed to Nightingale College must choose one of three payment options:

1. Pay their balance in full
2. Nightingale College Installment Payment Program
3. Nightingale College Bridge Loans Program (NCBL)

Nightingale College Installment Payment Program

For learners opting to pay remaining gap balances in cash, the College offers an interest-free installment plan for qualified learners to cover any remaining gap balances in two (2) to three (3) installments. The installment plan is offered on an academic year basis and the payments are calculated based on the total gap balance owed per semester.

The learner is required to acknowledge and sign the Tuition and Fee Installment Payment Plan agreement and provide banking information or a debit/credit card for automatic withdrawal. The first payment is due the first day of the semester and each subsequent payment is due the same day every month until paid in full.

Nightingale College Bridge Loans Program (NCBL)

When other available funding does not fully cover the cost of tuition and fees, the College offers bridge loans for qualified learners to cover any remaining gap balances. A third-party company assists with approving and servicing the NCBL. Learners may use the NCBL only as a last-resort funding option.

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

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 thirty (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 probation and is entitled to receive Title IV funding only if the learner is in full compliance with the terms of the probation.

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.

FSA and Attendance

Learners automatically lose eligibility to participate in FSA on their fourteenth (14th) consecutive day of non-attendance.

**Note: Although learners become ineligible for FSA on their fourteenth (14th) day of non-attendance, they are automatically withdrawn from the College after twelve (12) days of non-attendance, according to the [Unofficial Withdrawal policy](#).*

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 email 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 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, 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-rata tuition charges. The refund will be calculated based on the week of the last day of attendance in an academic program, according to the table below.

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

9	56.25	43.75
10-16	100.00	0.00

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

The 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 that exceeds 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 consecutive days in 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. The STRF requires payment of a state-imposed fee each semester that will be collected by the College from impacted learners.

*Bureau for Private Postsecondary Education (BPPE) - California Code of Regulations
Division 7.5 Private Postsecondary Education, Article 2, Code 76120.*

Amount of STRF Assessment Fee Increase - **Effective April 1, 2022:**

(a) Each qualifying institution shall collect an assessment of two dollars and fifty cents (\$2.50) per one thousand dollars (\$1,000) of institutional charges, rounded to the nearest thousand dollars, from each student in an educational program who is a California resident or is enrolled in a residency program. For institutional charges of one thousand dollars (\$1,000) or less, the assessment is zero dollars (\$0).

Note: Authority cited: Sections 94877, 94923 and 94924, Education Code. Reference: Sections 94843, 94911(b), 94923 and 94924, Education Code.

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 College. 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 was 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 in 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 that exceeds 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 has 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 possesses 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

LEARNER LIFE

General Information

Learner Orientation

The College requires all learners to complete mandatory orientation consisting of online and on-ground components. The mandatory two (2) 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 student portal, etc.), safety and emergency procedures, bloodborne 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 area 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 orientation is scheduled prior to the first day of experiential learning activities at the assigned Supervised On-Ground Field Experiential (SOFE) sites.

Learner Kits

Learners will receive a learner supply kit for each of the following courses:

- PN 106; PN 125; PN 145; PN 165
- BSN 206; BSN 225; BSN 246; BSN 266; BSN 346; BSN 366
- ASN 241; ASN 261; ASN 341; ASN 361

If learners are enrolled in any of the above courses at the end of the add/drop period, the kits will be shipped by the end of Week Three (3) of the semester and will include the items needed to engage in the intervention skills-based (ISB) experiential learning and complete skills checkoff. Learners who do not receive their kits for any of the above courses by the end of Week Four (4) of the semester may contact rpm-operations@nightingale.edu. The cost of these supplies is built into the designated fees for each learner.

The distribution of goggles is completed at the beginning of the corresponding course, and goggles are not reissued if a learner must retake the course. It is expected that learners will retain all items they receive from the College throughout the program. Learners should contact rpm-operations@nightingale.edu if they need any items replaced. Learners will be charged at the time of purchase from the vendor when a replacement is needed.

Identification Badge

Learners are required to wear the College-issued identification badge while at SOFE sites and while completing video ISB pass-offs. Learners must upload a photo of themselves to their learning management system profile, which will be used for their identification badges. The badges

will be shipped to learners during their first course with an experiential learning component.

The photograph may only include the learner, who must be facing the camera with eyes open and visible. The photo should be taken against or edited to a solid background, with sufficient lighting for a clear image.

Please note: If the badge is lost or damaged, the learner must contact rpm-operations@nightingale.edu for a replacement. Learners must request a replacement badge no later than 15 days prior to the start of the subsequent semester. If a learner needs a replacement badge during the semester, they will be provided a temporary badge until a new badge can be shipped to them.

Learner Attire

All prelicensure 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. Excessive jewelry and clothing that is provocative or contains obscene messages or images are not permitted.

Note: Several healthcare 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. Learners who request cancellations after this deadline will be assessed 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 for which is available at: http://www.eac.gov/voter_resources/register_to_vote.aspx.

Learners also can register by mail, online, or in-person at their local election offices, the listing for 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 the 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 for the voter 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 observes 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.

Nightingale Writing Center

Learners may access the Nightingale Writing Center while enrolled at the College and after graduation. The Center provides resources that support learner Evolvitude® through self-actualization and growth mindset. These resources include but are not limited to:

- Live individual tutoring;
- Evaluation of academic documents such as discussion drafts and academic papers;
- Live group webinars;
- Tutorial articles and videos.

Topics covered include writing fundamentals, selection of appropriate media, writer’s block solutions, and approaches for common types of writing assignments.

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 for download and upload;
- Internet speed can be checked at: <https://www.speedtest.net/>.

Other:

- Functioning webcam, microphone, and 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.

Contact Information

Learner kits: rpm-operations@nightingale.edu

Learner identification/badges: rpm-operations@nightingale.edu

Course (SOFE) Scheduling questions, issues, or concerns: schedulesupport@nightingale.edu

Integrative Practicum (IP) questions or concerns: preceptorship@nightingale.edu

HESI testing support and questions: hesisupport@nightingale.edu

Credentialing issues or concerns that cannot be handled by the third-party vendor: credentialsupport@nightingale.edu

IT issues: support@nightingale.edu

Learner Support Services (LSS)

The Learner Support Services (LSS) function assists learners in their academic career and supports them through any barriers that may arise during their educational journey. Learner Support Services 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;

- Transcript clearance process;
- 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;
- Community fellowship award and other learner and alumni special awards and events.

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

- Learner success: time management, study skills, course load, test anxiety, ADHD;
- Housing: rental agencies, housing resources;
- Commuter services: local transportation;
- Childcare services: child care centers, day care;
- 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 Learner Assistance Program.

Learner Ambassadors

Learner Ambassadors advocate for their fellow learners, embody the College mission, vision, and pathway, and encourage involvement across the learner community. Calls for applications are announced during the last month of the semester. New ambassadors are selected through an application process and are interviewed by current Learner Ambassadors and faculty/staff advisors prior to selection. Ambassadors are expected to maintain a minimum 2.0 grade point average. They meet regularly to discuss matters of learner interests and needs, plan learner events, and participate on the academic program Advisory Board. For any questions about the position, learners may contact the Learner Ambassador advisor at learnerinvolvement@nightingale.edu.

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 pathway. The use of College logomark, emblems, insignia, or mottos must be approved by the College Marketing function. The College Clubs and Organizations coordinator can be contacted at learnerinvolvement@nightingale.edu.

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. Eligibility for membership requires:

1. Junior level or completion of 60 credits;
2. 3.0 cumulative grade point average (CGPA);
3. In the top 35% of the cohort, based on CGPA.
4. Any additional requirements as established by the Sigma Theta Tau Board of Directors.

To learn more about Sigma Theta Tau, learners should contact the club's advisors at sigma@nightingale.edu.

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 club's advisor at nsna@nightingale.edu. 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 prelicensure 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 counselors 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 prelicensure 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, scholarships, and career support functions 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 assignments 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 healthcare practitioner detailing the specifics of the accommodations requested to 504coordinator@nightingale.edu. 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.

Employment and Career Support Services

Graduates of the prelicensure nursing programs are eligible to apply for licensure and, if approved, to take the licensing 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 to practice as a registered nurse. Learners who intend to apply for licensure outside the states where the College operates its Supervised On-Ground Field Experiences (SOFE) areas must verify 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 become licensed in a state where the College operates its SOFE sites 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 eligibility on its website 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.

Information about salaries, career advancement, and employment mobility 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 prelicensure 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 complete the 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-PN exam. Learners are expected to complete the academic program at the College upon being licensed as an LPN. For inquiries, learners should contact Learner Support Services.

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 defined as 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 healthcare and/or humanitarian aid service. General community service hours will not be accepted. For more information and to request an application and tracking forms, contact Learner Support Services. Community Fellows are recognized during commencement ceremonies.

Learner Code of Conduct

The College provides an educational environment designed to facilitate learning and academic and professional growth. Learners are coached in appropriate academic and professional role disposition 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 and provided to every learner through the learning management system (LMS) at the beginning of each semester.

Updates and clarification are disseminated through official means of communication for the College. Course syllabi and curricula may address minor violations of the Learner Code of Conduct and the Academic Integrity Policy but may not supersede this policy for violations whose impacts extend beyond the individual learner. For example, the syllabus may address immediate consequences for plagiarism, on-site expectations for experiential learning activities, etc. but those guidelines do not supersede the College's Code of Conduct policies.

Any action by a learner, including, but not limited to, intimidation, discrimination, harassment, or retaliation, which infringes upon another learner's rights as outlined in this policy, or interferes with the normal business of the College, is strictly prohibited and will be handled according to the appropriate procedures as outlined below.

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;

Due Process at the College includes:

- Written notice of the alleged violation;
 - An opportunity for the learner to present their perspective and any supporting evidence;
 - Consideration of relevant information and evidence by an impartial College representative or formal committee;
 - Written notice of decision and any associated corrective action.
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 is any and all conduct that disrupts 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. Conduct 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 taking 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, including online and in-person settings, with other learners, faculty, staff, experiential learning partners, and patients;
5. The following conduct is expressly prohibited:
 - a) Harassment of any kind, either in person or in virtual settings;
 - b) Misuse of campus technology, including:
 - any use which disrupts network or system use by others;
 - use for advertising, client-building, lobbying, or financial gain;
 - file sharing of any kind, particularly in violation of copyright laws;
 - distributing harassing or disparaging statements that incite violence or are based on protected classes;
 - knowingly spreading computer viruses;
 - accessing protected records or files without permission.

Professional Disposition and Lawful Conduct

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

Harassment and Discrimination

The College does not tolerate harassment of any type. Harassment is defined as any conduct (physical, psychological, verbal, written, or electronic) that occurs in any physical or digital college learning environment, including on an experiential learning 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 should be filed under [Title IX](#) processes and will be promptly investigated. The College will abide by all confidentiality requirements as permitted by law and may not disclose any corrective action taken.

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 prelicensure 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 voluntarily withdraw from the College.

Experiential Learning Conduct

Learners are expected to maintain professional level of conduct within their experiential learning practice and adhere to the highest level of everyday ethical comportment. Additional responsibilities of experiential learning conduct may also be found within individual course syllabi.

Breaks, Food, and Drinks

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

Tobacco, Cigarettes, Vapes

Tobacco, electronic cigarettes, vapes, smoking, etc. are not permitted within twenty-five (25) feet of any SOFE site entrance, exit, or window. Those who smoke or vape should consider the possible residual odor that may adversely affect others, including patients. Smoking, including use of electronic cigarettes, vapes, and chewing tobacco are not permitted during experiential learning.

Professional Telecommunications

Learners should identify that all telecommunication meetings or calls should be viewed as professional settings and learners should comport themselves to their highest standard of conduct. When using video conferencing technology, learners must maintain dress and grooming standards as outlined within the [Learner Attire](#) section of the Catalog.

Learners' mobile phones may not be used for making or receiving calls, texts, direct messages, etc. while engaged in experiential learning activities or during exams. If it is necessary to make an emergency communication while at a DFC facility, get permission from your DFC faculty and go outside of the facility to use the phone.

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 standards 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.

Copyright Guidelines

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 ninety-five (95) 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.

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 does not tolerate 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.

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 or completing work for another learner;
- Having someone else take an exam or complete work 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 or work produced by artificial intelligence 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;
- Falsifying research data and experimental or physical results; and
- Falsifying medical information or records that are used for obtaining credentialing which allows the learner to attend DFCs or IPs (preceptorships) at partner facilities.

Plagiarism

Learners must not deliberately use material generated by artificial intelligence (AI) or 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 or AI-produced materials, without proper acknowledgement.

Under special circumstances, learners may utilize and cite portions of their previously published works or unpublished works (any work that is submitted for publication but has not been published yet, including theses and dissertations). In these rare cases, prior approval with the course instructor is needed. Previous assignments submitted for coursework completion do not count as published/unpublished works and require prior approval of the course instructor to be included in subsequent work being turned in.

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 College 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 Dispositional Action

This section describes the process for dispositional 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 College officials to apply corrective actions as outlined in this Catalog. Alleged violations of the Learner Code of Conduct, including dispositional and academic violations, are overseen by College Academic Leadership and monitored by the Ombuds Office.

Filing and Investigation of Learner Code of Conduct Violations

The process for dispositional action is outlined below and applies to all Code of Conduct violations. All alleged violations must be submitted in writing, using the form provided in the Learning Management System, by a learner, counselor, faculty, staff member, experiential learning faculty member, or clinical agency personnel, hereafter referred to as “complainant,” to the Ombuds Office. The Ombuds Office will document the submission and forward the information to the appropriate manager or designee for review, categorization, and level assignment.

The assigned manager will categorize each violation as either a dispositional or academic concern, assign a violation level, and will notify the affected learner(s), hereafter referred to as “respondent,” and faculty or staff member (if applicable) of next steps.

Note: The Associate Vice President of Learner Experience or an appointed designee has the professional discretion to either escalate or de-escalate an incident based on the nature of the incident and the severity and/or frequency of the occurrence.

Learner Code of Conduct Violation Levels

Each of the levels below will be documented by the faculty, staff, or committee designee, as appropriate by level, to ensure effective monitoring and appropriate escalation. Potential corrective actions may be found in the [Corrective Actions](#) section of the catalog.

Level 0

A first-time alleged violation of one (1) or more of the standards in the Learner Code of Conduct will be considered from a developmental point of view. A developmental approach means that the College recognizes that learners may lack all the necessary skills or knowledge to perform at the level needed for a formal academic and professional

setting. To provide learners an opportunity to gain the skills they need, relevant faculty or staff members will provide correction, training, and resources to the respondent.

Note on Professional Disposition: A violation of the policy that does not infringe on the health and safety, or safe and equitable learning or healthcare environment of clients, faculty, or other learners, will be considered an opportunity for developmental support.

Note on Academic Integrity: Any form of academic integrity violation that involves a final exam, a senior's project, HESI exams, use of a ghostwriter, unauthorized use of AI, cheating websites or software, submission of another individual's work, etc. are not eligible for consideration as a Level 0 and will be escalated.

Level 1

A repeat alleged violation, depending on severity, will result in either corrective action(s) as determined at the discretion of the relevant faculty or staff member or recommendation for escalation to a Level 2 or Level 3 through appropriate documentation and consultation through the Assistant Vice President, Learner Experience or designee.

Note on Professional Disposition: Learners who have appropriately been made aware of a violation of the professional conduct policy during a Level 0 developmental discussion will be further coached for developmental support but may also receive appropriate corrective actions.

Note on Academic Integrity: Learners will be provided with additional resources to increase their skills. Any form of academic integrity violation that involves a final exam, a senior's project, HESI exams, use of a ghostwriter, unauthorized use of AI, cheating websites or software, submission of another individual's work, etc. are not eligible for consideration as a Level 1.

Level 2

Multiple violations constituting a pattern of repeat violations, or an academic violation escalated as noted above, will result in escalation to a Conduct Committee. The assigned manager 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 or the respondents.

Note on Professional Conduct and Academic Integrity: Repeated violations in either professional conduct, or academic integrity, or egregious academic violation will be escalated and supported through both corrective action and developmental support.

Level 3

An egregious act, a series of repeated violations that show an ongoing pattern of behavior involving other learners or graduates, or violations that may cause reputational or operational harm to the College or its partners, are Level 3 violations. If the respondent is alleged to have committed one of more egregious violations, involved other learners or

graduates, or engaged in unlawful activity, the assigned manager or designee will form a Conduct Committee to examine available information and evidence from involved parties to make a determination of responsibility for the alleged violation and assign corrective action(s) as appropriate. Unlawful activity will be reported to the proper authorities, and any legal consequences resulting from the incident will be considered in the corrective action determination.

Note on Professional Conduct: Egregious conduct violations endanger the learner, others, or relationships with College partners and will be escalated to a Level 3 incident. Examples of egregious violations of Professional Conduct 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 and/or HIPAA;*
- *abuse or misuse of personal property of others;*
- *patient neglect or abandonment;*
- *weapons;*
- *drugs and alcohol use contrary to policy;*
- *harassment or discrimination in violation of Title IX;*
- *threats or abuse;*
- *indecent action.*

Note on Academic Integrity: A Level 3 Academic Integrity violation is an egregious act, or series of actions, that shows an ongoing pattern of conduct violations involving other learners or graduates, ranging from consistent, willful, and repeated plagiarism and misrepresentation, to incidents that threaten assessment integrity.

Dispositional Communications Process Timeline

The College will respond to incidents within ten (10) business days from submission to determine the appropriate corrective action(s).

If a Conduct Committee is involved, the respondent will receive written communication summoning the respondent to appear before the 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 perspective.

The Committee will give the respondent at least ten (10) 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 electronic communication is sent. The meeting may include individuals identified by either party as having information related to the alleged misconduct. Character witnesses are not considered individuals who have information related to the allegation and will not be interviewed. The Committee will make a decision

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.

Should a learner consider an appeal to a determination of corrective action to be warranted, the learner must follow the guidelines listed in the section for [Filing an Appeal](#) and file the appeal within five (5) business days of receipt of the Finding Letter. In cases where the AVP of Learner Experience makes the decision to escalate and is recused, an appointed designee will consider appeals and convene the Appeal Committee.

Corrective Actions

Corrective actions may include but are not limited to one or more of the following, and corrective actions at the various levels may utilize options from lower levels, but not higher levels:

Levels 0-1

- Dispositional Waiver: No corrective action is taken against the learner.
- Warning: A detailed written statement of violation is issued to the learner specifying further action should the violation recur.
- Learner Success Plan: Successful completion of a training course addressing ethics and appropriate learner conduct. (Failure to successfully complete this training will result in the assignment of another action.)
- Redo Assignment: The learner may receive the opportunity to reperform the required task with a potential point reduction attached.

Level 2

- Academic Failure: The learner may receive a failing grade for an assignment or course.
- Restitution: Reimbursement for damage to or misappropriation of property. This may take the form of appropriate service or other compensation.

Level 3

- Withdrawal: Withdrawal from a course.
- 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.
- 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.

Filing an Appeal

Appeals to Conduct Committee determinations must be made in writing within five (5) business days of notification of the outcome of the investigation. Appeals are considered by an Appeals

Committee comprised of qualified individuals who were not members of the preceding Conduct Committee.

All appeals must include at least one of following to be considered:

- 1) new evidence not previously considered;
- 2) newly discovered investigational errors;
- 3) identification of substantial procedural errors;
- 4) evidence of improper bias that influenced the investigation outcomes or Committee determinations;
- 5) consequence is excessive or unduly assigned given the severity of the incident.

Grievance Policy

Learners are encouraged to resolve disputes informally with the relevant party with a direct conversation, email, or other form of communication. If this step is completed and the issue remains unresolved, a grievance may be filed. A grievance is a claim raised by a learner that a policy was unfairly applied.

Filing a Grievance

Grievances are submitted via an online form found on the learning management system (LMS). Once received, a designated investigator from Nursing Education, General Education, or another function will investigate the grievance. Then, the Grievance Committee, comprised of managers from Nursing Education, General Education, and other functions, will meet and make a determination on the grievance. The grievance determination will be sent to the learner via email within ten (10) business days.

Filing an Appeal

Grievance determinations may be appealed for review if one of the following conditions is true: (1) the learner has new information that was undiscovered or unknown in the original grievance; (2) substantial procedural or investigative error(s) were present; or (3) improper bias influenced the investigation outcome.

A request for an appeal must be submitted via a form that is emailed to the learner in the Grievance determination. The appeal must be submitted within three (3) business days from receipt of the determination. An appeals committee made up of three (3) directors will conduct a thorough review and render a written final determination within three to five (3-5) business days. The determination will be emailed to the learner. The final decision may no longer be appealed within the College.

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, a 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. The decision of the Appeals Committee is final and may not be appealed within the College.

Exception Request Policy

Effective Summer Semester 2023, an Exception Request process will be available to learners.

Exception Requests may be submitted by learners who believe that their extenuating or unpredictable circumstance should excuse them from the enforcement of a policy. Examples of extenuating or unpredictable circumstances include, but are not limited to, documented:

- Death of an immediate family member or close relative;
- Debilitating illness, medical condition, accident, or injury.

Learners submitting Extension Requests are required to provide evidence of the extenuating or unpredictable circumstance and explain how it will negatively impact their program progression or completion.

Exception Requests are submitted via an online form found on the learning management system (LMS). Once received, the Exception Request will be reviewed to determine if the extenuating or unpredictable circumstances warrant the granting of the request.

The learner will receive a determination via email within ten (10) business days.

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. Learners may 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 Learner Support Services (LSS) counselor 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 Office of the College President nor any of the College's 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 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 that 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 a learner's 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 annually with the Registrar.

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 learners are in jeopardy, 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 victim 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 date 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 reminded annually 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, learners may contact:

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 Supervised 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 healthcare partners. The College encourages all persons to report criminal activity 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 also is 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 by using the [Title IX form](#). 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](#).

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) 467-7282	2035 South 1300 East Salt Lake City, UT 84105
Utah Sexual Violence 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 INFORMATION

Academic Calendar Information

Academic Calendar

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

College is Closed for Presidents Day	Feb 16, 2026
Semester ends at 5:00 p.m. Mountain Time	Apr 24, 2026
Virtual Pinning and Commencement Ceremony - Spring 2026 Graduates	May 23, 2026
Summer Semester: May 4 – Aug 21, 2026	
Mandatory College Readiness Online Seminar for New Learners	Apr 20 – May 4, 2026
Semester Start Date	May 4, 2026
New Learner Welcome Forum	May 4, 2026
Last day to add or drop courses by 5:00 p.m. Mountain Time	May 15, 2026
College is Closed for Memorial Day	May 25, 2026
College is Closed for Juneteenth	June 19, 2026
College is Closed for Independence Day	July 3, 2026
In-person Graduation Celebration	Aug 21, 2026
Semester ends at 5:00 p.m. Mountain Time	Aug 21, 2026
Virtual Pinning and Commencement Ceremony – Summer 2026 Graduates	Sept 19, 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 sites 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 learner bulletin boards, broadcast via the learning management system's (LMS) student 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 because of 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

cancel 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 into 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 activities, 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;

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 twelve (12) consecutive calendar days, excluding the College's official breaks and holidays, will be automatically withdrawn.

Late Coursework Policy and Extensions

Late Coursework

Course assignments will remain open for learner submissions for two (2) weeks after the posted due date. Learners may submit late work within that time frame. Late work will receive a 1.5% deduction per day. After the late work grace period, the learner will receive a zero (0) on the assignment.

Exceptions to Late Coursework Policy

Unless an extension is granted, the following assignments may not be submitted late:

- Late assignments due in Weeks 14 and 15 require a formal extension request.
- Discussion peer replies must be completed within the week of the assigned discussion.
- HESIs, course exams, quizzes, final projects, and/or portfolios must be completed by the assigned due date.

Assignment Extension Requests

Learners who experience an extenuating circumstance that will prevent them from submitting their assignment within the two-week late work grace period may formally request an extension.

Prior to the original due date of the assignment, learners may request a two-week extension. Learners must submit all extension requests in writing using the Extension Request form in the Learning Management System (LMS), and the extension request must be approved by a faculty member to be valid. Extension requests will not be accepted after the original due date of the assignment.

Learners may only request one (1) extension per assignment. Extensions allow learners an additional two weeks of time to submit work that will remain eligible for 100% of points. Extensions must be formally approved to retain eligibility for full points. Work submitted after the approved extension period will receive a zero (0).

If an approved extension period extends beyond 5:00 p.m. Mountain Time on the last day of the semester, learners may receive a grade of Incomplete (I) grade for the course. Refer to the [Grades](#) section of the Catalog for details. In rare instances where an extenuating circumstance is so severe that a period of time longer than the allowable extension period will be needed to complete coursework, learners should consult with Registration Management.

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 a.m. Mountain Time to Sunday at 11:59 p.m. Mountain Time. 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.

Failure to earn a score of 73% (C) or higher will prevent learners from progressing to the next level or graduating from the academic program and require the learners to repeat the course. Learners who fail to successfully complete a course on the third attempt will not be eligible to continue in the academic program and will be withdrawn from the College. If the course is a prerequisite for a higher-level course, the prerequisite 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 according to 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
D	63-66%	1.0
D-	60-62%	0.7
F	0-59%	0.0

Letter Status	Grade Points
AU	N/A
I, IR	N/A
R	N/A
TC	N/A
W	N/A
X	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 by completing an Incomplete Request Form. 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. Program Plans will be altered as a result of Incomplete status. If the course is a prerequisite for a higher-level course, the prerequisite must be completed before progressing in the academic program. 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 only applicable for rescheduling of EL makeups and nursing courses with HESI exams. An IR is automatically recorded when the HESI exam score is between 800 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.

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 this Catalog.

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.

X – Cancel – is recorded when a new learner cancels their enrollment during the add/drop period. The “X” status has no effect on GPA or rate of progress for purposes of calculating SAP.

Lower-Division Nursing Core Courses with HESI Requirement

A score of 850 on all lower-division nursing core HESI exams is the minimum acceptable score 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 one (1) attempt for an initial HESI exam and one (1) additional attempt if they are unable to achieve the minimum score of 850. Once a learner achieves the minimum score of 850 on a HESI exam, no further attempts will be granted.

After failing to achieve a score of 850 on the first attempt of a HESI, learners must complete the individualized remediation activities generated in the HESI portal. It is the learner’s responsibility to access and complete remediation activities in a timely manner to be prepared to pass the second attempt. After the second attempt, failure to score at or above 800 will result in repetition of the course. A score of 799 will be reviewed for progression.

Learners who score between 800-849 on the second attempt will be granted an “IR” (Incomplete, Remediation) grade in the course if remediation generated by the HESI portal is not completed before the last day of the semester. 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.

HESI Score Achieved after the second attempt	Required Learner Actions	Timeline for Completion
≤ 799	Repetition of the course	N/A
Score of 799	Will be reviewed for progression	N/A
≥ 800-849	Completion of individualized remediation generated in the HESI portal and submitted to faculty for verification.	Through the end of the following add/drop period

General Information

Educational Philosophy

In congruence with its organizational mission, vision, and pathway, 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 healthcare 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 healthcare 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, 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 Judgment: 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 pathway 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 may not be disclosed without the patient's consent or knowledge. Since healthcare institutions are mandated to follow HIPAA regulations, learners are required to abide by HIPAA while participating in a clinical setting. Care must be taken to minimize incidental disclosures of personally identifying information unless the information is being used for treatment purposes. For example, if someone must administer a medication, they will have full access to the patient's medical record because the use of the information is for treatment. This is covered by the patient's consent for treatment. To protect patient/client privacy, learners must remove all personally identifying information from assignments, such as care plans and case studies. Information to be removed includes the individual's name, initials, address, phone number, email address, fax number, and social security number. Written documents containing private health information must be either carefully stored or shredded to prevent the circulation of confidential patient information. Improper circulation of confidential patient information may include oral communications and electronic data, images, or photographs, which extend beyond the need-to-know for treatment and/or educational purposes.

HIPAA is a federal law. Penalties for wrongful disclosure range from fines to 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.

Prelicensure Nursing Programs Information and Policies

Prelicensure 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, Faculty, and Staff](#) section of the College website 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 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 the deadlines set by Admissions. 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, 95 South State Street, Suite 400, Salt Lake City, Utah 84111. Any non-U.S. documents must be translated into English (if applicable) 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 two (2) 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 the prelicensure Bachelor of Science in Nursing degree program, all advanced placement LPN/LVN learners as well as learners requesting transfer of pharmacology academic credit must successfully complete Nightingale College's Medical Dosage Calculation (MDC) self-paced, non-facilitated online course, and score 100% on all MDC quizzes by the deadline set by Admissions as part of the enrollment process. 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

Learner credentialing at Nightingale College consists of maintaining compliance with background checks, drug screening, immunizations, trainings, and other requirements specified by the College and DFC and IP sites assigned to the learner, to participate in Supervised On-Ground Field Experiences (SOFE). The College's credential requirements are posted within the third-party vendor's secure online portal. Learners are expected to maintain compliance with the third-party

vendor throughout enrollment in the academic program and are responsible for all fees associated with the credentialing requirements.

To be eligible for continued enrollment in the program and matriculated matriculation through nursing courses, learners must complete all credentialing requirements as listed in the College Catalog or found within the third-party portal no later than forty-five (45) calendar days prior to the first day of the semester. In rare circumstances, a learner may request to add a course with a SOFE component upon completion of the credentialing requirements after the deadline but prior to the start of the semester; however, enrollment in the course is not guaranteed.

Credentialing requirements include, but are not limited to, the following items:

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. Learners are responsible for creating an account with the third-party vendor for submission of credentialing documents and for maintaining communication with the vendor to ensure continued compliance. Learners are also responsible for initiating the background check and drug screen processes through the third-party vendor. 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 healthcare 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 120, but no later than 45, 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. Only background checks initiated by the third-party vendor are valid. *Note: Certain SOFE sites may require additional background checks.*
4. Pay for, complete, and pass a 10-panel drug screening within 120, but no later than 45, 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 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.

To ensure compliance, learners are expected to check compliance regularly throughout their enrollment in the program with the third-party vendor. After the start of a semester, learners may be required to update or complete additional credentialing requirements. Depending on the assigned SOFE site requirements, these may include fingerprints, immunizations, screening processes, or other documentation. Schedule Support will send instructions for the completion of these information about these requirements to learners via email correspondence.

Outcomes for failure to complete SOFE site credentialing requirements differ between Direct Focused Client Care (DFCs) or Integrated Practicum (IPs) as described below.

Outcomes for Failure to Meet DFC Credentialing Requirements:

A learner scheduled at a DFC site with unique credentialing requirements must complete all requirements by the deadline(s) noted in email correspondence. Failure to complete credential requirements by the specified deadline may result in an absence for the scheduled DFC or a withdrawal from the course. The absence is subject to the [EL-DFC Absences During the Semester](#) policy.

Outcomes for Failure to Meet IP Credentialing Requirements:

Learners who fall out of compliance are required to stop attending any IP activity until compliance is regained. Failure to complete credential compliance by the end of the semester will result in a grade of Incomplete for the course. Continued failure to resolve the compliance issues resulting in the Incomplete grade will result in a failing grade as stated in the policy for Incomplete grades in the [Grades](#) section of the Catalog.

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. (Please note: The first PPD must be read within 48 – 72 hours. The second PPD must be administered between 7 – 21 days after the first test is read. Once the second test is administered it must be read within 48 – 72 hours.) 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. Lastly, if the learner’s provider denies the request for a chest X-ray, the learner is permitted to receive a yearly QuantiFERON with documentation of negative result.
- **Varicella** – Proof of immunity (serologic titer), or prior vaccination with two (2) doses of varicella vaccine, given at least four (4) weeks apart, is required.
- **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), is required.
- **Influenza** – Annual seasonal influenza (flu) vaccinations are required. Documentation must specify the current season to be accepted.
- **COVID-19** – Proof of full immunization, including boosters after the recommended intervals, is required to attend any Supervised On-ground Field Experiences (SOFE).
- **Hepatitis B** – Completed two- or three-dose immunization series and proof of immunity (serologic titer) are required. If beginning the HepB series, the learner must have evidence of the first dose 45 days before 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 to continue enrollment in the prelicensure Program.

***Note:** Some Supervised On-ground Field Experiences (SOFE) sites may not accept the waiver, which may prevent 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 are required; 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

In compliance with the College's clinical partners' requirements, evidence of health insurance must be provided for all prelicensure learners. Learners without health insurance may be denied access to clinical facilities and therefore may be unable to complete prelicensure 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 lockstep 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.
- **Virtual Case-Based Preparation (VCBP):** Conceptual learning that focuses on preparing the learner for participation in case-based 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 asynchronously in a remote environment through 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.

Experiential Learning (EL) Schedules

The College creates Experiential Learning (EL) schedules in partnership with healthcare agencies and, therefore, does not have full control over the schedules, which are subject to multiple externalities. The College cannot guarantee the times, days, particular faculty, placement in a specific EL site, or geographic area for Direct Focused Client Care (DFCs) or integrative practicum (IP). Experiential learning may be scheduled during nights and weekends.

Regardless of their residence, learners may be required to travel to an assigned SOFE site(s) located anywhere in the United States, during any semester in which the learner is enrolled in a nursing course with a SOFE component. Travel may be scheduled at any time during the semester. Learners assigned to travel for their DFC assignment will receive notification approximately one (1) month prior to the first day of the assigned DFC as site confirmation permits. Notification is based on site confirmation of schedule availability, requirements, and learner capacity. Learners may enroll only in one (1) prelicensure nursing course with experiential learning components during any academic semester. Based on the requirements for the course in which they are enrolled, learners who must travel to their assigned site may be required to spend between four (4) to twenty-one (21) days in the assigned region. Placements may include breaks between scheduled on-ground days. Learners who are not traveling for their SOFE assignments may be required to spend one to two (1-2) days per week for up to eight (8) weeks at their assigned site.

Learners are responsible to pay for transportation and lodging expenses associated with SOFE travel. However, the College will pay learners' SOFE-related regular travel expenses if the following conditions are met:

- The learner matriculated into a prelicensure nursing program prior to Spring Semester 2023;
- The learner both resides within and was originally assigned to a specific SOFE area;
- The expenses were incurred during regular SOFE travel and were not incurred from a make-up session that was scheduled due to the learner's absence from the previously scheduled SOFE session.

Learners may use the College's contracted third-party travel vendor to make travel arrangements. Detailed information regarding the service will be provided during the semester in which travel is scheduled. Learners may not include travel costs on their learner account ledgers nor have these costs financed through the College. Specific SOFE area assignments are not guaranteed, and learners may be assigned anywhere within the United States.

No experiential learning activities are scheduled during the first week of an academic semester; however, facility-specific orientations may be scheduled. Schedule Support will begin to distribute DFC schedules to learners during the fourth week of the academic semester, and all schedules will be sent by the seventh week of the academic semester. For information about notification for rescheduled DFCs, see [EL-DFC Absences During the Semester](#).

Pre-Semester Scheduling Variance Form

The Pre-Semester Scheduling Variance Form is intended to allow learners to request a variance from their DFC scheduling for pre-planned events. The form allows a learner to request a maximum of five (5) cumulative days of variance, either consecutively or intermittently. Schedulers will give consideration to learners who submit pre-semester scheduling variances in blocking out these dates when scheduling DFCs; however, a learner's pre-semester request may be approved or denied based on site and schedule availability. This form must be submitted at least fourteen (14) calendar days prior to the start of the semester.

The form allows a learner to request a maximum of five (5) cumulative days of variance, either consecutively or intermittently. If the learner will be absent for more than five (5) cumulative days in a semester, the learner must reach out to Schedule Support to discuss further options. Any approved schedule variances only apply to DFC scheduling.

EL-DFC Absences During the Semester:

Learners are allowed one (1) absence from DFCs for each course that has an EL-DFC component.

Learners who miss two (2) or more DFCs during the semester must withdraw from the course and re-enroll the following semester. Learners who miss a DFC activity must complete a scheduled make-up session to pass the course. Learners who complete the required make-up sessions do not reduce their total number of DFC absences recorded for the course. Even when one DFC absence has been made up, a second absence results in being withdrawn from the course. If the second

absence is caused by an emergency or catastrophic event, learners can file an [Exception Request](#).

Learners who miss one DFC will receive communication from Schedule Support detailing next steps in the rescheduling process. The missed DFC must be made up by the end of the current semester; otherwise, the learner cannot progress to the next DFC course. However, in rare circumstances when rescheduling a DFC prior to the end of an academic semester is not feasible, learners may receive an 'IR' (Incomplete Remediation) in the course and may fulfill the remainder of the DFC by the end of the add/drop period of the following semester without disruption of progression in the academic program. Learners will be notified of the rescheduled DFC no later than two (2) days prior to the make-up date.

Please note: Make-up EL-DFCs are not guaranteed and could delay progress in the academic program or graduation.

Learners are required to arrive to pre-conference fifteen (15) minutes prior to the start of the DFC. Tardiness of more than fifteen (15) minutes or leaving more than fifteen (15) minutes early from any experiential learning activity (ELA) will be marked as an absence. To receive credit for attendance for any virtual ELA or webinar, learners must be present on time, professionally dressed in accordance with the Nightingale College Dress Code policy, with their cameras on at all times unless provided permission from their faculty.

EL-VCBC Absences During the Semester:

Learners are allowed a total of two (2) VCBC absences per course that has a VCBC component. Learners with three (3) or more EL-VCBCs absences during the semester will be withdrawn from the course and reenrolled the following semester.

Learners who miss a VCBC must complete a VCBC make-up for each absence to pass the course. Learners who complete the required make-up sessions do not reduce their total number of VCBC absences recorded for the course. Even when two VCBC absences have been made up, a third absence results in being withdrawn from the course. If the third absence is caused by an emergency or catastrophic event, learners can file an [Exception Request](#).

Learners will receive a schedule for make-up sessions from Schedule Support and will be responsible for scheduling and completing the make-up prior to the end of the semester. The missed VCBC must be made up by the end of the current semester; otherwise, the learner cannot progress to the next VCBC course. However, in rare circumstances when rescheduling VCBCs prior to the end of an academic semester is not feasible, learners may receive an 'IR' (Incomplete Remediation) in the course and may fulfill the remainder of the VCBCs by the end of the add/drop period of the following semester without disruption of progression in the academic program.

Please note: Make-up EL-VCBCs are not guaranteed and could delay progress in the academic program or graduation.

Direct Focused Client Care and Integrative Practicum Experiential Learning (Preceptorships)

Direct focused client care and integrative practicum experiential learning are integral to successful completion of a prelicensure academic program. These experiences allow the learner to observe and apply 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 prelicensure 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. Based on site and/or preceptor availability, some on-ground experiential learning schedules may extend outside the academic semester. The agencies may be located at short or long distances from a learner's residence. Based on the requirements for the course in which they are enrolled, learners who must travel to their assigned site may be required to spend between four (4) to twenty-one (21) days in the assigned region. Placements may include breaks between scheduled on-ground days. Schedule Support will begin to distribute integrative practicum (IP) schedules to learners beginning the fourth week of the academic semester.

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. Any travel completed up to 100 miles in each direction is considered local travel and is not eligible for reimbursement of travel funds under the [Experiential Learning Schedule \(EL\) policy](#). 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.

Note: The integrative practicum (preceptorship) must be completed by the end of the semester to pass the course. Learners will be assigned one integrative practicum in the last semester of their program. An integrative practicum may not be rescheduled during the same semester as the originally assigned integrative practicum. Learners who cannot attend their integrative practicum may be required to complete the practicum the following semester. However, in rare circumstances, when scheduling the integrative practicum 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 integrative practicum requirement by the end of the following semester.

Preparation for Licensure

- A variety of NCLEX-RN® preparatory activities will be delivered in stages throughout the entire prelicensure 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.

Licensing Exam Reimbursement Policy

Evidence suggests learners who take the licensing exam as promptly as possible after graduation increase their chance of success. To encourage a timely application and successful outcome of the licensing examination, graduates will be reimbursed for the cost of licensing exam registration when they meet the criteria noted in this policy.

Requirements for Reimbursement

1. The graduate must pass the licensing exam, on the first or second attempt, within the following time frames to receive a refund for the cost of registration for the licensing exam, up to 100% paid for the passing attempt as described below.
 - a. Within 90 days from academic transcript clearance date: 100% refund
 - b. Within 120 days from academic transcript clearance date: 75% refund
 - c. Within 150 days from academic transcript clearance date: 50% refund
2. Academic transcript clearance is the date when Nursing Education Services clears a learner for graduation. Any holds placed by Learner Funding or Learner Accounts will not change or extend the Academic Clearance date. If a learner is engaged in NCLEX Coaching, that date will start when the NCLEX Coach clears the learner, which will be the Academic Clearance date.
3. The graduate must be cleared by NCLEX Success to qualify.
4. The graduate must report their test date to nclexcoaching@nightingale.edu via their Nightingale College email.

Needs-Based Advance

1. The graduate must meet financial eligibility criteria as determined by Learner Accounts and Learner Funding.
2. The graduate must be cleared for graduation and cleared by NCLEX Coaching to qualify.
3. The graduate must apply for the needs-based advance by emailing a request to nclexcoaching@nightingale.edu via their Nightingale College email.
4. Once approval has been granted, the graduate will meet with the Coordinator of NCLEX Success to register for the licensing exam and set the test date.

5. Graduates may apply for the needs-based advance for up to two attempts on the licensing exam.

Note: Should the graduate choose to change the location of the scheduled licensing examination, any change in registration fees will remain the responsibility of the graduate. The College will not reimburse this fee.

Process

If graduates do not follow and complete the reimbursement policy process, they will not be eligible for reimbursement.

1. Upon receiving confirmation from the graduate that they have passed the licensing exam, NCLEX Success will process the graduate's electronic signature for reimbursement according to the policy above.
2. NCLEX Success will confirm the graduate's licensure status by reviewing official test results submitted by graduates using their electronic signature that will be sent through the graduate's Nightingale College email address. The graduate will then send their electronic signature, which will be submitted to Accounts Payable for reimbursement.
3. Accounts Payable will complete the reimbursement process within fourteen (14) business days of receipt of the completed and signed form, assuming no errors or incomplete information.

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

Academic Programs Information

Course Classifications

Lower-Division Courses: Lower division courses are those numbered 100-299.

Upper-Division Courses: Upper division courses are those numbered 300-499.

Master-Level Courses: Graduate courses are those numbered 500-699.

Foundational Coursework

Foundational Coursework Overview

To assist learners in gaining requisite skills necessary for success in college-level math and English courses, the College offers Foundational courses. Foundational 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 transferrable to another institution; 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 Foundational courses MAT 90 (Pre-Algebra) and ENG 90 (Developmental English) are required for learners who score between 240 and 259 in Arithmetic or between 240 and 249 in Reading on the College's undergraduate entrance exam. Learners must complete the required course(s) with a passing grade to be enrolled in an academic program. The foundational course resource fee for each foundational course is \$100, which includes all necessary materials.

The College also provides the Nightingale Writing Center Course (NWC 90) at no additional charge for learners with Accuplacer testing scores in Reading from 250 to 259 and/or in Writing from 240 to 259. Learners who pass ENG 90 must enroll in NWC 90 the following semester. These learners are added to the Writing Center course concurrently with first-semester courses. For more information, see the Foundational Course Descriptions section of the Catalog.

Upon successful completion of the foundational course(s), learners only may defer their entrance into college-level courses one semester. After that time, the learner must retake the relevant foundational course. If a learner fails their Foundational course(s), they must wait one full year to retest on the Accuplacer entrance exam.

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 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 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 Prelicensure Nursing Entrance Exam.
5. If requesting transfer of credit, submit official college transcripts for the previous post-secondary coursework by the deadline 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 this 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. Official transcripts are required for matriculation into the PN Diploma Program.
 - c. 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 to 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 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 to graduate.
 - d. 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.

Prelicensure 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 260 in each of the three (3) areas is required for admission with full matriculation. Learners have three (3) attempts to achieve the required score. Conditional admission is granted to learners who score at least 240 but less than 260 as follows:

- Learners who score below 240 in any of the three areas will not be admitted.

- Learners who score between 240-259 in Arithmetic will be admitted on a non-matriculated basis but will be required to take and successfully complete MAT 90 in the first semester of enrollment.
- Learners who score between 240-249 in Reading will be admitted on a non-matriculated basis but will be required to take and successfully complete ENG 90 in the first semester of enrollment and NWC 90 their second semester of enrollment.
- Learners who score between 250-259 in Reading will be admitted with conditional matriculation but will be required to take and successfully complete NWC 90 in the first semester of enrollment.
- Learners who score between 240-259 in Writing will be admitted with conditional matriculation but will be required to complete NWC 90 in the first semester of enrollment.

The entrance exam voucher fee is included in the application. Scores are valid for one (1) year. Proctoring fees are separate from the voucher and must be paid for each attempt.

Tuition and Fees

Tuition for the PN Diploma Program is \$475 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.

Program Fees

Additional Program fees are presented in the table below.

Item	Fee
Learning Resources and Proctoring Package per semester	\$925 ¹
General Education Fee per Course (except SCI 220, SCI 221, and SCI 251)	\$125 ²
SCI 220, SCI 221, SCI 251 Fee per Course	\$200
Course Audit Fee (All Courses)	\$1,000
<i>1. The Learning Resources and Proctoring Package per semester fee does not include uniforms or stethoscope.</i>	
<i>2. In lieu of the \$125 course resources fee, learners may elect to personally purchase all general education required materials.</i>	
<i>Nursing kit supplies required to attend experiential learning portions of the course are provided.</i>	

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 Supervised On-Ground Field Experience (SOFE).

Estimated Total Program Cost

The estimated total program cost for a learner who does not transfer in any college-level general education credits is \$23,375.

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 healthcare 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 healthcare 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 and reserves the right to change Program Plans as necessary.

The PN Diploma Program prepares graduates for entry-level practical nursing practice in long-term care facilities, clinics, and other healthcare 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 grade of “C” 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 licensed practical 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.

PN Program Sample Curriculum Plan

Course Number	Delivery Modality	Semester Credits	Contact Hours								
			Didactic Learning			Re-mote	Experiential Learning				Total
			CBT	ISBP	VCBP		ISB	VCBC	DFC	IP	
Level I											
SCI 220	Distance	4	45	30	-	-	-	-	-		75
SCI 221	Distance	4	45	30	-	-	-	-	-		75
PN 106	Distance	5	22	11	4.5	45	45	0	-		127.5
Total		13	112	71	4.5	45	45	-	-		277.5
Level II											
MAT 100	Distance	3	45	-	-	-	-	-	-		45
PN 115	Distance	3	45	-	-	-	-	-	-		45
PN 125	Blended	5	21.5	4	4.5	15	45	67.5	-		157.5
PN 135	Blended	3	27.5	-	2.5	-	22.5	22.5	-		75
Total		14	139	4	7	15	67.5	90	-		322.5
Level III											
SCI 225	Distance	3	45	-	-	-	-	-	-		45
PN 145	Blended	6	35	7	3	30	45	45	-		165
PN 165	Blended	6	35	7	3	30	45	45	-		165
Total		15	115	14	6	60	90	90	-		375
Nursing Courses Total		28	186	29	17.5	120	202.5	180	0		735
GE Total		14	180	60	0	0	0	0	0		240
PN Program with GE Total		42	366	89	17.5	120	202.5	180	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 this Catalog.

Standardized Exams

Standardized Exams

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

Standardized Exam Schedule for Generic PN Learners:

HESI Exam	Course	Mandatory Remediation HESI Score
PN Specialty: Dosage Calculations	PN 115	< 900
PN Specialty: Fundamentals	PN 125	< 900
PN Specialty: Data Collection	PN 135	< 900
PN Specialty: Medical-Surgical Nursing	PN 145	< 900
PN Exit	PN 165	< 900

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 this 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

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%

Licensed Practical Nursing (LPN) to Associate of Science in Nursing (ASN) 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 non-refundable application fee as shown below:

Applicant Type	Application Fee
PN Diploma Program Alumni	\$0
Licensed Practical Nurse/Vocational Nurse	\$200
LPN/LVN who are active duty servicemembers and veterans of the U.S Armed Forces	\$50

2. Complete the Application for Admissions. (The application and the paid fee are valid for one [1] year).
3. Submit a proof of a high school graduation (diploma) or equivalency, 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 Practical Nurse or Vocational Nurse (LPN/LVN) licensure from Nursys.com. Nightingale College's PN diploma program graduates may enroll in the LPN to ASN Program on a non-matriculated basis if entrance and HESI testing requirements are met. Learners must become licensed within the first academic semester of the Program to matriculate and progress within the Program.
 5. Pass the Prelicensure Nursing Entrance Exam.
 6. Pass the Medical Dosage Calculation (MDC) course.
 7. All advanced placement LPN/LVN learners must successfully complete the prescribed Medical Dosage Calculation (MDC) self-paced, non-facilitated online course and score 100% on all MDC quizzes prior to the deadline given during the admissions cycle. 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 their Admissions Advisor. Learners who fail to pass all MDC modules may elect to enroll into the BSN program and take the corresponding Pharmacology course. Nightingale College graduates of the PN Diploma Program who enroll in the LPN to ASN program within one year of graduation will not need to complete the MDC course. If more than one (1) year lapses from the time of graduation from the PN Diploma Program, learners must successfully complete the MDC course.
 8. If requesting transfer of credit, submit official college transcripts for the previous post-secondary coursework by the deadline in accordance with the [Transfer of Credit](#) section of this Catalog.
 - a. A total of twenty (20) general education semester credits is required for graduation from the Licensed Practical Nursing (LPN) to Associate of Science in Nursing (ASN) Program and must be completed prior to the end of the last academic semester in the LPN to ASN Program. Refer to the [General Education Requirement](#) section of this

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 eleven (11) GE semester credits are required to enroll in Freshman 2 (F2) nursing courses. Learners may elect to complete the requisite coursework at the College or another institution of higher learning.
 - c. A minimum of fourteen (14) GE semester credits are required to enroll in Sophomore 1 (S1) nursing courses. Learners may elect to complete the requisite coursework at the College or another institution of higher learning.
 - d. Official transcripts are required for matriculation into the LPN to ASN Program.
 - e. Learners admitted without the full twenty (20) semester credits of general education are required to complete at least one (1) general education course per 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 LPN to ASN 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 to graduate.
 - f. The College reserves the right to accept or reject any and all credits earned at other post- secondary institutions or through course challenge exams.
9. Complete Smarter Measure Assessment for evaluation of online learning readiness.
 10. Meet with a Learner Funding Advisor to initiate the financial aid process.
 11. 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 this College Catalog for more details.

Entrance and Placement Exams

Passing of entrance and certain placement exams is required to enroll in the program as indicated below:

Prelicensure 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 260 in each of the three (3) areas is required for admission with full matriculation. Learners have three (3) attempts to achieve the required score. Conditional admission is granted to learners who score at least 240 but less than 260 as follows:

- Learners who score below 240 in any of the three areas will not be admitted.
- Learners who score between 240-259 in Arithmetic will be admitted on a non-matriculated basis but will be required to take and successfully complete MAT 90 in the first semester of enrollment.
- Learners who score between 240-249 in Reading will be admitted on a non-matriculated

basis but will be required to take and successfully complete ENG 90 in the first semester of enrollment and NWC 90 their second semester of enrollment.

- Learners who score between 250-259 in Reading will be admitted with conditional matriculation but will be required to take and successfully complete NWC 90 in the first semester of enrollment.
- Learners who score between 240-259 in Writing will be admitted with conditional matriculation but will be required to complete NWC 90 in the first semester of enrollment.

The entrance exam voucher fee is included in the application. Scores are valid for one (1) year. Proctoring fees are separate from the voucher and must be paid for each attempt.

Nightingale College graduates of the PN Diploma Program who enroll in the LPN to ASN program within one year of graduation will not be required to take the entrance exam for the LPN to ASN program. If more than one (1) year lapses from the time of graduation from the PN Diploma Program, learners will be required to take and pass the entrance exam to be admitted.

Nursing Placement Exams

Advanced placement candidates who are requesting academic credit for courses in ASN 241 and/or ASN 261 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
ASN 241	RN Specialty: Health Assessment HESI	Pre-Admission	850	< 900	\$39
ASN 261	RN Specialty: Medical-Surgical Nursing HESI	Pre-Admission	850	< 900	\$39

Applicants may retake the exam one (1) time after completion of mandatory remediation. The fee to retake an exam is \$39. 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 in the corresponding course(s).

Tuition and Fees

Tuition for the LPN to ASN Program is \$825 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.

Program Fees

Additional Program fees are presented in the table below.

Item	Fee
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Learning Resources and Proctoring Package per semester	\$900 ¹
General Education Fee per Course (except SCI 220, SCI 221, and SCI 251)	\$125 ²
SCI 220, SCI 221, SCI 251 Fee per Course	\$200
Course Audit Fee (ASN 241, ASN 261, ASN 311, ASN 341, ASN 361)	\$1,000
<i>1.The Learning Resources and Proctoring Package per semester fee does not include uniforms or stethoscope.</i>	
<i>2.In lieu of the \$125 course resources fee, learners may elect to personally purchase all general education required materials.</i>	
<i>Nursing kit supplies required to attend experiential learning portions of the course are provided.</i>	

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 general education credits and does not test out of ASN 241 and ASN 261 is \$50,755.

Licensed Practical Nursing (LPN) to Associate of Science in Nursing (ASN) Program Description

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

The LPN to ASN Program is designed to prepare learners to apply for RN licensure and take the NCLEX-RN® exam. The LPN to ASN Program curriculum plan meets the requirements of the National League for Nursing Commission for Nursing Education Accreditation (NLN CNEA) standards. The blended distance curriculum consists of forty-eight (48) semester credits of nursing core coursework and is delivered over sixty-four (64) academic weeks. Learners are required to take the nursing courses in the sequence prescribed. The LPN to ASN Program requires an additional twenty (20) semester credits of general education coursework. A total of sixty-eight (68) semester credits is required for graduation. The Program is designed to be completed within four (4) academic semesters. However, it may take longer to complete if learners elect to take GE courses at institutions of higher learning that require prerequisites to the Program's mandatory GE coursework.

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 and reserves the right to change Program Plans as necessary.

The LPN to ASN 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 LPN to ASN Program curriculum with a minimum grade of “C” in each lower-division nursing core course and having satisfied all other graduation requirements, the learner will earn an Associate of Science in Nursing (ASN) Degree.

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

LPN to ASN Program Objectives

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

LPN to ASN Program Outcomes

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

Program-Level Learner Outcomes

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

1. Demonstrate quality, competent, client-centered care—always bearing in mind the

physical, psychological, spiritual, emotional, cultural, and environmental aspects of the clients' needs.

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

LPN to ASN 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 LPN to ASN Program consists of eight (8) lower-division core nursing courses, comprised of forty-eight (48) academic semester credits delivered over four (4) academic semesters or sixty-four (64) academic weeks, and six (6) GE courses, comprised of twenty (20) semester credits. The total length of the Program for learners electing to complete all GE requirements at the College is sixty-eight (68) semester credits, four (4) academic semesters, or sixty-four (64) 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 noncompulsory courses), provided there is room within the individual's semester credit load.

All didactic instruction is delivered via online learning modalities. However, the College may require learners to attend didactic instruction in any course with on-ground components. All experiential learning for the core nursing courses takes place on-ground at a variety of experiential learning sites. 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.

LPN to ASN Program Sample Curriculum Plan

Course Number	Delivery Modality	Semester Credits	Contact Hours									
			Didactic Learning			Remote		Experiential Learning				Total
			CBT	ISBP	VCBP	ISB	CB	DFC	IP	AFE		
LPN LIC II	Advanced standing for LPN/LVN license	12										
Total		12	0	0	0	0	0	0	0		0	
	Freshman Term 1 (F1)											
SCI 220	Distance	4	45	30								75
SCI 221	Distance	4	45	30								75
ENG 120	Distance	3	45									45
MAT 100	Distance	3	45									45
Total		14	180	60	0	0	0	0	0	0	0	240
	Freshman Term 2 (F2)											
SCI 225	Distance	3	45									45
ASN 241*	Blended	6	35	7	3		30	45	45			165
ASN 261*	Blended	6	35	7	3		30	45	45			165
Total		15	115	14	6	0	0	60	90	90	0	375
	Sophomore Term 1 (S1)											
SCI 131	Distance	3	45									45
ASN 311*	Distance	3	45									45
ASN 331*	Distance	2	30									30
ASN 341*	Blended	7	44.5	4	4		15	67.5	67.5			202.5
Total		15	164.5	4	4		0	15	67.5	67.5	0	322.5
	Sophomore Term 2 (S2)											
ASN 361*	Blended	7	53	4	3		15	45	45		22.5	187.5
ASN 391*	Blended	5	30							135		165
Total		12	83	4	3		0	15	45	45	135	352.5
Nursing Courses Total		48	272.5	22	13		0	90	202.5	202.5	135	960
GE Total		20	270	60	0	0	0	0	0	0	0	330

ASN Program with GE Total	68	542.5	82	13		0	90	202.5	202.5	135	22.5	1,290
<i>For Didactic and Experiential Learning Abbreviations and Definitions, refer to the Learning Modalities Definitions section of the Catalog.</i> <i>Note: The College allows for different entry points into the program, based on prior learning credits transferred or Licensed Practical Nurse license or completion of Nightingale College's Practical Nursing Diploma program and achievement of required progression score on the PN Exit Exam. 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.</i> <i>*Denotes lower-division core nursing course</i>												

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 this Catalog. Twenty (20) 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. GE courses in math, 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 fourteen (14) semester credits is required in this category. The courses listed below as well as other college-level Physical & Life Sciences courses are considered for transfer of credits. Courses marked with an asterisk (*) are mandatory.

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

English & Communication Arts

A minimum of three (3) credits is required in this category. The courses listed below as well as other college-level English & Communication Arts courses are considered for transfer of credits. Courses marked with an asterisk (*) are mandatory.

Course	Semester Credits
English Composition*	3-5
Academic Writing	3-5
Communications	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

Standardized Exams

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

Standardized Exam Schedule for Generic LPN to ASN Learners:

Exam	Administered Course	Mandatory Remediation HESI Score
RN Specialty: Health Assessment HESI	ASN 241	<900
RN Specialty: Medical-Surgical Nursing	ASN 261	<900
RN Specialty: Pharmacology	ASN 311	< 900
RN Custom ASN 341	ASN 341	< 900
RN Exit	ASN 361	< 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%
61-68	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 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 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 Prelicensure Nursing Entrance Exam.
 5. If requesting transfer of credit, submit official college transcripts for the previous post-

secondary coursework by the deadline in accordance with the [Transfer of Credit](#) section of this 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 this 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 core nursing 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 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 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 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 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 this 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.

Prelicensure 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 260 in each of the three (3) areas is required for admission with full matriculation. Learners have three (3) attempts to achieve the required score. Conditional admission is granted to learners who score at least 240 but less than 260 as follows:

- Learners who score below 240 in any of the three areas will not be admitted.
- Learners who score between 240-259 in Arithmetic will be admitted on a non-matriculated basis but will be required to take and successfully complete MAT 90 in the first semester of enrollment.
- Learners who score between 240-249 in Reading will be admitted on a non-matriculated basis but will be required to take and successfully complete ENG 90 in the first semester of enrollment and NWC 90 their second semester of enrollment.
- Learners who score between 250-259 in Reading will be admitted with conditional matriculation but will be required to take and successfully complete NWC 90 in the first semester of enrollment.
- Learners who score between 240-259 in Writing will be admitted with conditional matriculation but will be required to complete NWC 90 in the first semester of enrollment.

The entrance exam voucher fee is included in the application. Scores are valid for one (1) year. Proctoring fees are separate from the voucher and must be paid for each attempt.

Nightingale College graduates of the PN Diploma Program who enroll in the BSN program within one year of graduation will not be required to take the entrance exam for the BSN program. If more than one (1) year lapses from the time of graduation from the PN Diploma Program, learners will be required to take and pass the entrance exam to be admitted.

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	\$39
BSN 266	RN Specialty: Medical-Surgical Nursing HESI	Pre-Admission	850	< 900	\$39

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
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RN Specialty: Fundamentals of Nursing HESI	Pre-Admission	850	< 900	\$39
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Applicants may retake the exam one (1) time after completion of mandatory remediation. The fee to retake an exam is \$39. 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 semester.

Tuition and Fees

Tuition for the BSN Program is \$615 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	\$1,000 ¹
General Education Fee per Course (except SCI 220, SCI 221, and SCI 251)	\$125 ²
SCI 220, SCI 221, SCI 251 Fee per Course	\$200
Course Audit Fee (All Courses)	\$1,000
¹ The Learning Resources and Proctoring Package per semester fee does not include uniforms or stethoscope.	
² In lieu of the \$125 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 \$83,900, not taking into consideration the Learner Graduation Fund credit of up to \$6,000.

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 healthcare 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 healthcare 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 and reserves the right to change Program Plans as necessary.

The BSN Program prepares graduates for entry-level nursing practice in hospitals, clinics, and other healthcare settings. An RN with a BSN Degree uses the nursing process to practice the art and science of nursing and functions interdependently within the healthcare 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 grade of "C" 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 by 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: Healthcare 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 sites. 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

General BSN Program Sample Curriculum Plan											
Course Number	Delivery Modality	Semester Credits	Contact Hours								Total
			Didactic Learning			Remote	Experiential Learning				
			CBT	ISBP	VCBP	ISB	VCBC	DFC	IP	AFE	
Freshman Term 1 (F1)											
SCI 220	Distance	4	45	30							75
SCI 221	Distance	4	45	30							75
ENG 120	Distance	3	45								45
MAT 100	Distance	3	45								45
Total		14	180	60	0	0	0	0	0	0	240
Freshman Term 2 (F2)**											
SCI 131	Distance	3	45								45
SCI 225	Distance	3	45								45
PSY 201	Distance	3	45								45
BSN 206*	Distance	5	22	11	4.5	45	45				127.5

Total		14	157	11	4.5	45	45	0	0	0	262.5
Sophomore Term 1 (S1)											
MAT 220	Distance	3	45								45
HUM 110	Distance	3	45								45
SOC 220	Distance	3	45								45
BSN 215*	Distance	2	30								30
BSN 225	Blended	5	21.5	4	4.5	15	45	67.5			157.5
Total		16	186.5	4	4.5	15	45	67.5	0	0	322.5
Sophomore Term 2 (S2)											
SCI 251	Distance	4	45	30							75
BSN 235	Distance	3	45								45
BSN 246	Blended	6	35	7	3	30	45	45			165
BSN 315*	Distance	3	45								45
Total		16	170	37	3	30	45	45	0	0	330
Junior Term 1 (J1)											
ENG 311	Distance	3	45								45
BSN 266	Blended	6	35	7	3	30	45	45			165
BSN 325	Distance	4	52.5						-	22.5	75
BSN 335*	Distance	2	30								30
BSN 355	Distance	1	15								15
Total		16	177.5	7	3	30	45	45	0	22.5	330
Junior Term 2 (J2)											
COM 301	Distance	3	45								45
ANT 300	Distance	3	45								45
BSN 346	Blended	7	44.5	4	4	15	67.5	67.5			202.5
BSN 375	Distance	2	30								30
Total		15	164.5	4	4	15	67.5	67.5	0	0	322.5
Senior Term 1 (SR1)											
HUM 301	Distance	3	45								45
BSN 366	Blended	7	53	4	3	15	45	45		22.5	187.5
BSN 425	Distance	3	45								45
BSN 435	Distance	3	45								45
Total		16	188	4	3	15	45	45	0	22.5	322.5
Senior Term 2 (SR2)											

BSN 395	Blended	5	30						135		165
BSN 445	Distance	3	45								45
BSN 465	Distance	3	45								45
BSN 485	Distance	2	15							45	60
Total		13	135	0	0	0	0	0	135	45	315
Nursing Courses Total		72	683.5	37	22	150	292.5	270	135	90	1,680
GE Total		48	675	90	0	0	0	0	0	0	765
BSN Program with GE Total		120	1,359	127	22	150	292.5	270	135	90	2,445

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

Note: Once a learner has begun the first course with an experiential learning (EL) component, they must maintain forward progression within EL courses and complete them in succession each semester without pauses or gaps. Repeated EL courses satisfy this requirement.

*Denotes lower-division core nursing course.

BMTC Advanced Placement BSN Program Sample Curriculum Plan

BMTFC Advanced Placement BSN Program Sample Curriculum Plan												
Course Number	Delivery Modality	Semester Credits	Contact Hours									
			Didactic Learning			Experiential Learning					Total	
			CBT	ISBP	VCBP	ISB	VCBC	DFC	IP	AFE		
Freshman Term 1 (F1)												
SCI 220	Distance	4	45	30	-	-	-	-	-	-	75	
SCI 221	Distance	4	45	30	-	-	-	-	-	-	75	
ENG 120	Distance	3	45	-	-	-	-	-	-	-	45	
MAT 100	Distance	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	35	7	3	30	45	45	-	-	165	
BSN 305*	Distance	4	60	-	-	-	-	-	-	-	60	
Total		16	185	7	3	30	45	45	-	-	315	
Junior Term 1 (J1)												

ENG 311	Distance	3	45	-	-	-	-	-	-	-	45
BSN 266*	Blended	6	35	7	3	30	45	45	-	-	165
BSN 325	Distance	4	52.5	-	-	-	-	-	-	22.5	75
BSN 335*	Distance	2	30	-	-	-	-	-	-	-	30
BSN 355	Distance	1	15	-	-	-	-	-	-	-	15
Total		16	177.5	7	3	30	45	45	-	22.5	330
Junior Term 2 (J2)											
COM 301	Distance	3	45	-	-	-	-	-	-	-	45
HUM 110	Distance	3	45	-	-	-	-	-	-	-	45
BSN 346*	Blended	7	44.5	4	4	15	67.5	67.5	-	-	202.5
BSN 375	Distance	2	30	-	-	-	-	-	-	-	30
Total		15	164.5	4	4	15	67.5	67.5	-	-	322.5
Senior Term 1 (SR1)											
ANT 300	Distance	3	45	-	-	-	-	-	-	-	45
BSN 366*	Blended	7	53	4	3	15	45	45	-	22.5	187.5
BSN 425	Distance	3	45	-	-	-	-	-	-	-	45
BSN 435	Distance	3	45	-	-	-	-	-	-	-	45
Total		16	188	4	3	15	45	45	-	22.5	322.5
Senior Term 2 (SR2)											
HUM 301	Distance	3	45	-	-	-	-	-	-	-	45
BSN 395*	Blended	5	30	-	-	-	-	-	135	-	165
BSN 445	Distance	3	45	-	-	-	-	-	-	-	45
BSN 465	Distance	3	45	-	-	-	-	-	-	-	45
BSN 485	Distance	2	15	-	-	-	-	-	-	45	60
Total		16	180	-	-	-	-	-	135	45	360
Nursing Courses Total		61	625	22	13	90	202.5	202.5	135	90	1,380
GE Total		48	675	90	-	-	-	-	-	-	765
BSN Program with GE Total		109	1,300	112	13	90	202.5	202.5	135	90	2,145
For Didactic and Experiential Learning abbreviations and definitions, refer to the Learning Modalities Definitions section of this Catalog.											
Note: Once a learner has begun the first course with an experiential learning (EL) component, they must maintain forward progression within EL courses and complete them in succession each semester without pauses or gaps. Repeated EL courses satisfy this requirement.											
*Denotes 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 this 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
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
Communications	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

Human Behavior & Social Sciences

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

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

Humanities & Fine Arts

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

Course	Semester Credits
Religion	3-5
Applied Ethics	3-5
Western Civilization	3-5

Other Electives

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

Course	Semester Credits
Nutrition*	3-5
Upper-Division Elective(s) A <u>minimum</u> of three (3) semester credits of any additional upper-division elective course(s) is required in this category.	
Upper-Division Elective	3-5
A combined total of 48 general education (GE) and elective credits are required for the BSN Degree.	

Standardized Exams

Standardized end-of-course exams are administered at the end of each semester 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	Course	Mandatory Remediation HESI Score
RN Specialty: Dosage Calculation	BSN 215	< 900
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 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 prelicensure 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 prelicensure 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, submit official college transcripts for the previous post-secondary coursework by the deadline 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)	\$125 ¹
Nursing Fee per Course	\$150
SCI 220, SCI 221, SCI 251 Learning Resources Fee per Course	\$200
Remote Proctoring Fee per Semester	\$125
Course Audit Fee	\$200

¹In lieu of the \$125 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 \$23,975 if the Program commences in or after the 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 best safety 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 by 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: Healthcare 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 this 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		Total
			Didactic Learning	Experiential Learning	
			CBT	AFE	
Level V					
MAT 220	Distance	3	45	-	45
ENG 311	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 301 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 academic credit for BSN 325 and BSN 485.					
*For Didactic and Experiential Learning Abbreviations and Definitions, refer to the Learning Modalities Definitions section of this 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 may 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
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
Communications	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
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
Applied Ethics	3-5
Western Civilization	3-5

Other Electives

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

Courses marked with an asterisk (*) are mandatory.

Course	Semester Credits
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Nutrition*	3-5
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Upper-Division Elective(s)

A minimum of three (3) semester credits of any additional upper-division elective course(s) is required in this category.

Upper-Division Elective	3-5
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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 may 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 prelicensure 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 healthcare, 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 provide 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 – Summer Semester 2023*

**This Program Plan only will be available through Summer Semester 2023. In Fall Semester 2023, this Program Plan will be replaced by the Fall Semester 2023 Program Plan (see below) because of curriculum alignment in the MSN Program Plans.*

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.					

MSNEd Program Sample Curriculum Plan – Fall Semester 2023*

**This Program Plan will take effect beginning Fall Semester 2023 because of curriculum alignment in the MSN Program Plans.*

Course Number	Course Name	Delivery Modality	Semester Credits	Contact Hours	
				Didactic	Experiential

				Learning	Learning	Total
				CBT	AFE	
Semester 1						
MSN 580	Role of the Advanced Practice Nurse	Distance	3	45	-	45
MSN 582	Advanced Pharmacology Across the Lifespan	Distance	4	60	-	60
MSN 584	Advanced Pathophysiology Across the Lifespan	Distance	4	60	-	60
Total			11	165	-	165
Semester 2						
MSN 586	Health Promotion and Disease Prevention Across the Lifespan	Distance	2	30	-	30
MSN 588	MSN 588 Advanced Assessment Across the Lifespan	Distance	4	52.5	22.5	75
MSN 590	Health Policy, Legislation, Economics and Ethics	Distance	3	45	-	45
Total			9	127.5	22.5	150
Semester 3						
MSN 592	Evidence-Based Practice	Distance	3	45	-	45
MSN 598	Health Informatics for the Advanced Practice Nurse	Distance	3	45	-	45
Total			6	90	-	90
Semester 4						
MSN 620	Adult Education and Online Learning	Distance	3	45	-	45
MSN 640	Curriculum and Instruction in Nursing	Distance	3	45	-	45
MSN 660	Teaching Methodology in Nursing	Distance	3	45	-	45
Total			9	135	-	135
Semester 5						
MSN 670	Nursing Education Integrative Practicum Experience	Distance	4	-	180	180
MSN 680	Nursing Education Capstone	Distance	2	30	-	30
Total			6	30	180	210
MSNEd Degree Total			41	547.5	202.5	750
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%

Master Of Science in Nursing Family Nurse Practitioner (MSN FNP) 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 prelicensure programs graduates and active-duty members of the U.S. Uniformed Services).
2. Complete Application for Admissions (the Application and the paid fee are valid for one (1) year).
3. Submit official transcripts from each post-secondary institution attended from an institution of higher learning. The institution(s) must send the transcripts directly to Nightingale College. Applicants must hold a 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) with a minimum 3.0 GPA earned on a 4.0 scale.
 - Applicants with an undergraduate cumulative GPA of 2.7 to 2.99 may be considered for admission on probation but must achieve a B (3.0) or better in the first 11 credits of the program to be removed from probation.
4. Submit proof of a current active unencumbered registered nurse (RN) licensure from any U.S. jurisdiction. Learners are expected to maintain an active and unencumbered RN license throughout the program of study.
 - Applicants educated within the United States who hold a U.S. RN License must submit the following:
 - i. A copy of an active and unencumbered U.S. RN license.
 - Applicants educated outside of the United States who hold a U.S. RN license must submit the following:

- i. A copy of an active and unencumbered U.S. RN license.
- ii. An Academic Report from a [National Association of Credential Evaluation Services \(NACES\)](#) member organization, an organization recognized by the U.S. Department of Education or the [Commission on Graduates of Foreign Nursing Schools \(CGFNS\)](#) certificate stating that the learner's nursing education is comparable to that obtained by a graduate of a U.S. Bachelor of Science nursing program with a minimum GPA of 3.0 on 4.0 scale.
5. Submit a resume or curriculum vitae.
6. Submit Personal Statement of Interest.
7. Submit two (2) letters of recommendation from most recent employer (supervisor) and from a professor who can address the applicant's clinical expertise and academic preparation for the program.
8. Participate in an FNP Program interview.
9. Meet with a Financial Aid Advisor to initiate the Financial Aid process.

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

Tuition and Fees

Tuition for the MSN FNP Program is \$540 per semester credit. Tuition does not include the non-refundable application fee or any course resources fees. The College reserves the right to change its tuition and fees at any time, with a 30-day notice.

Item	Fee
Resources Fee per Course (does not apply to practicum courses)	\$250
Remote Proctoring Fee per Semester	\$125

Estimated Total Program Cost

The estimated total program cost is \$33,450.

MSN FNP Program Description

The MSN FNP Program is designed for learners who already hold a bachelor's degree in nursing and prepares graduates to become an Advanced Practice Registered Nurse with specific emphasis on the role of the Family Nurse Practitioner. The MSN FNP 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 current practice, education, legislative, and research trends in healthcare and local needs along with various guiding principles, documents, and regulations set forth by the:

- American Association of Colleges (AACN) Essentials and Competencies for the Family Nurse Practitioner program
- Commission on Collegiate Nursing Education (CCNE) Standards for Accreditation

- Consensus Model for APRN Regulation: Licensure, Accreditation, Certification & Education (LACE)
- Institute of Medicine (IOM) Reports
- National Council of State Boards of Nursing (NCSBN)
- National Organization of Nurse Practitioner Faculties (NONPF) Competencies
- Quality and Safety in Nursing Education (QSEN) Competencies
- Criteria for Evaluation of Nurse Practitioner Programs (NTF, 2012)
- American Association of Nurse Practitioners (AANP)
- American Nurse Credentialing Center (ANCC)

The curriculum is designed to prepare nurses who complete the Family Nurse Practitioner track for the Advanced Practice Registered Nurse role by expanding their nursing body of knowledge and skills in a role and specified population foci. Learners in the Family Nurse Practitioner track will develop advanced knowledge and skills in assessment (including differential diagnosing), intervention (including prescribing), and management within the construct of patient-provider relationship and patient-centered care across the lifespan. The learner will be prepared to function as an effective member of the interdisciplinary healthcare team and to provide consultation, collaborative management, and/or referral. The curriculum will prepare the learner to be eligible to become certified in their population foci. The curriculum addresses scope of practice concepts in the Role of the Advanced Practice Nurse course, and concepts are reinforced throughout the Family Nurse Practitioner Role courses and applied in all practicum learning experiences. The graduate core courses will provide foundational knowledge and skills for the Advanced Practice Registered Nurse role. These courses also include Advanced Pathophysiology Across the Lifespan; Advanced Pharmacology Across the Lifespan; and Advanced Assessment Across the Lifespan. Family Nurse Practitioner learners will be expected to demonstrate skills in differential diagnosis and disease management. Learners will be prepared to be granted prescriptive authority, if applicable, in their state of licensure. The curriculum meets certification eligibility requirements for the AANP and ANCC Family Nurse Practitioner examinations. After achievement of the Advanced Practice Registered Nurse certification, graduates will be able to apply for an Advanced Practice Registered Nurse license.

A total of fifty-five (55) semester credits consisting of different combinations of courses: core, direct care core, electives, specialty, and practicum are required for the conferral of the MSN degree. Thirty-six-point five (36.5) credit hours will be dedicated to didactic theory learning and eighteen-point five (18.5) credit hours will be dedicated to clinical experiences. Learners can complete the MSN FNP program in six (6) academic semesters or ninety-six (96) academic weeks of instruction.

The MSN FNP 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, and pathophysiology. The curriculum addresses scope of practice concepts in the Role of the Advanced Practice Nurse course, and concepts are reinforced throughout the Family Nurse Practitioner Role courses and applied in all practicum learning experiences. For learner residency and course delivery modalities definitions, see the [Learner Residency and Course Delivery Modalities](#) section of this Catalog. The curriculum is expected to prepare nurses who complete the

Family Nurse Practitioner track for the Advanced Practice Registered Nurse role by expanding their nursing body of knowledge and skills in a role and specified population foci.

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 enrollment until such authorization is obtained. Learners must notify the Program immediately upon relocation.

MSN FNP Program Objectives

1. To build professional advanced practice nursing capacity based on evidence and theory with an appreciation of the uniqueness of each individual and family, diversity, and the multidimensional aspects of health.
2. To build ethical and value-centered advanced practice nursing that enhances personal and professional growth and development, fosters clinical reasoning and problem solving, and supports engaging collaboration within communities and populations.
3. To build advanced practice nursing leadership capacity to address challenges and advance the science of advanced nursing practice.
4. To build professional and research capacity to meet the primary healthcare needs of diverse communities and populations.

MSN FNP Program Outcomes

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

Program-Level Learner Outcomes

The MSN FNP Program, in alignment with the Commission on Collegiate Nursing Education (CCNE) *The Essentials: Core Competencies for Professional Nursing Education*, has identified program outcomes, including program-level learner outcomes and competencies, alumni outcomes, and faculty outcomes to evaluate Nightingale College's MSN FNP Program effectiveness. The learner outcomes include program completion and employment rates, achievement of Nightingale 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 evidence-based findings from research in humanities and sciences, while synthesizing the holistic nature of advanced practice nursing and diagnostic reasoning to build quality, safe patient care across diverse settings and to enhance patient, healthcare, and organizational outcomes.
2. Engage in leadership, scholarship, and change agent activities that promote collaboration and communication among interdisciplinary team members and community stakeholders.

3. Evaluate and use best evidence to improve quality, safety, and access in clinical practice.
4. Integrate clinical guidelines, research, clinical judgment, and interdisciplinary perspectives using translational processes to improve organizational, practice, and health outcomes.
5. Incorporate information technology when interacting and collaborating with patients, families, and interdisciplinary team members for improved healthcare delivery processes and outcomes.
6. Implement knowledge of organizational policies and complex systems to influence delivery, cost, and quality of healthcare services.
7. Facilitate the development of healthcare systems while addressing the complex issues concerning the care of individuals, populations, and stakeholders.
8. Integrate ethical principles while evaluating the impact between legal, social, political, economic, and ethical issues and their influence on the provision and management of patient care services.
9. Provide patient-centered and evidence-based care while functioning as an independent practitioner.

MSN FNP 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: Core Competencies for Professional Nursing Education provides a framework for preparing individuals as members of the discipline of nursing, reflecting expectations across the trajectory of nursing education and applied experience (AACN, 2021). Because professional nursing practice in all settings requires consideration of the individual, family, community, and population as client, these outcomes are essential to master's nursing education offered by Nightingale College.

The MSN FNP Program consists of thirty (30) graduate-division nursing courses delivered over six (6) academic semesters and ninety-six (96) academic weeks, for a total fifty-five (55) semester credits. There are five hundred forty-seven point five (547.5) didactic, twenty-two point five (22.5) applied field experience, and eight hundred ten (810) integrative practicum contact hours total. For learner residency and course delivery modalities definitions, see the [Learner Residency and Course Delivery Modalities](#) section of this Catalog. A sample curriculum layout is presented in the table below.

MASTER OF SCIENCE IN NURSING FAMILY NURSE PRACTITIONER PROGRAM			
Course Number	Delivery Modality		Contact Hours

		Semester Credits	Theory	Applied Field Experience	Practicum	Total
Semester 1						
MSN 580	Distance	3	45	---	---	45
MSN 582	Distance	4	60	---	---	60
MSN 584	Distance	4	60	---	---	60
Total		11	165	0	0	165
Semester 2						
MSN 586	Distance	2	30	---	---	30
MSN 588	Distance	4	52.5	22.5	---	75
MSN 590	Distance	3	45	---	---	45
Total		9	127.5	22.5	0	150
Semester 3						
MSN 592	Distance	3	45	---	---	45
MSN 594	Distance	3	45	---	---	45
MSN 610*	Distance	1	---	---	45	45
MSN 611*	Distance	1	---	---	45	45
MSN 612*	Distance	1	---	---	45	45
MSN 613*	Distance	1	---	---	45	45
Total		10	90	0	180	270
Semester 4						
MSN 598	Distance	3	45	---	---	45
MSN 600	Distance	3	45	---	---	45
MSN 614*	Distance	1	---	---	45	45
MSN 615*	Distance	1	---	---	45	45
MSN 616*	Distance	1	---	---	45	45
MSN 617*	Distance	1	---	---	45	45

Total		10	90	0	180	270
Semester 5						
MSN 604	Distance	3	45	---	---	45
MSN 618*	Distance	1	---	---	45	45
MSN 619*	Distance	1	---	---	45	45
MSN 621*	Distance	1	---	---	45	45
MSN 622*	Distance	1	---	---	45	45
Total		7	45	0	180	225
Semester 6						
MSN 608	Distance	2	30	---	---	30
MSN 623*	Distance	1	---	---	45	45
MSN 624*	Distance	1	---	---	45	45
MSN 625*	Distance	1	---	---	45	45
MSN 626*	Distance	1	---	---	45	45
MSN 627*	Distance	1	---	---	45	45
MSN 628*	Distance	1	---	---	45	45
Total		8	30	0	270	300
FNP Program Total		55	547.5	22.5	810	1380
*The practicum courses are designed in one (1) credit hour increments and can be added as a single credit hour to a semester of didactic theory (beginning in Semester 3) or “chunked” in bigger blocks of time to facilitate a variety of clinical opportunities and individual learning needs.						

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%
41-49	3.0	67%
50-58	3.0	67%



Course Descriptions

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.

Foundational Course Descriptions

ENG 90: Developmental English

Delivery Modality: Distance (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 compose college-level texts. The Developmental English course is for learners with Accuplacer testing scores within the designated range. The purpose of this course is to prepare learners for all 100-level courses at Nightingale College. Topics covered are grammar, reading comprehension, writing comprehension, reading practice, and writing practice. This is a non-credit bearing course.

Note: This course is not a required part of any academic program; is not college-level; is not Title IV eligible; is not transferrable to another institution; 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.

Upon successful completion of the foundational course(s), a learner may only defer their entrance into college-level courses one semester. After that time the learner must retake the relevant foundational course.

MAT 90: Pre-Algebra

Delivery Modality: Distance (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, using the distributive property; and an 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 transferrable to another institution; 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.

Upon successful completion of the foundational course(s) a learner may only defer their entrance into college-level courses one semester. After that time the learner must retake the relevant foundational course.

NWC 90: The Writing Center Course

Semester Credits:	0
Contact Hours:	0
Typically Offered:	Fall, Spring, Summer (Subject to Enrollment)
Prerequisites:	None
Corequisites:	None
Requisites:	None
Description:	The Writing Center Course is for learners with Accuplacer testing scores in Reading from 250 to 259 and/or in Writing from 240 to 259. This course is also for learners who have successfully completed ENG 90. These learners are added to the Writing Center Course concurrently with first-semester courses. Learners enrolled in the Writing Center Course may or may not be enrolled in an English Course. The Writing Center Course is designed to help learners build reading and writing skills indicated as an area for improvement on the Accuplacer test. This is a non-credit bearing course.

To satisfy the course engagement requirement, learners must complete ten (10) activities within the semester. Learners who do not complete the required activities will be enrolled in the NWC 90 course in subsequent semesters until required activities are completed within the semester.

Activities may be completed in the following ways:

- 1) Learners not enrolled in ENG 120 or ENG 311 may meet with a writing tutor in a one-on-one scheduled tutoring session. Learners enrolled in ENG 120 or ENG 311 may meet one-on-one with faculty facilitating the course to satisfy this requirement.
- 2) Learners may attend a live webinar run by Writing Center-affiliated facilitators on a topic relevant to reading and/or writing development, offered every other week.

- 3) Learners may read didactic materials or tutorial videos found in the learning management system and complete a 10-point quiz after the reading. These quizzes may be taken as many times as necessary to learn the material. Successful achievement is demonstrated by a final 7/10 score.

Note: This course is not a required part of any academic program; is not college-level; is not Title IV eligible; is not transferrable to another institution; 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:	Distance (Online Didactic Instruction)
Semester Credits:	3 (Didactic Only)
Contact Hours:	45
Outside Preparation:	An average of three (3) hours per week for every didactic credit hour
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, using American Psychological Association (APA) style.

HUM 110: Western Civilization I

Delivery Modality:	Distance (Online Didactic Instruction)
Semester Credits:	3 (Didactic Only)
Contact Hours:	45
Outside Preparation:	An average of three (3) hours per week for every didactic credit hour
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:	Distance (Online Didactic Instruction)
Semester Credits:	3 (Didactic Only)
Contact Hours:	45
Outside Preparation:	An average of three (3) hours per week for every didactic credit hour
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:	Distance (Online Didactic Instruction)
Semester Credits:	3 (Didactic Only)
Contact Hours:	45
Outside Preparation:	An average of three (3) hours per week for every didactic credit hour
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, then move 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 several ways to investigate the relationships between various characteristics of data.

PSY 201: Introduction to Psychology

Delivery Modality:	Distance (Online Didactic Instruction)
Semester Credits:	3 (Didactic Only)
Contact Hours:	45
Outside Preparation:	An average of three (3) hours per week for every didactic credit hour
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:	Distance (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 221: 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 (one [1] credit hour), where learners will practice and apply principles they are learning in the didactic portion (three [3] semester credits) of the course.

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

Delivery Modality:	Distance (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 (one [1] credit hour), where learners will practice and apply principles they are learning in the didactic portion (three [3] semester credits) of the course.

SCI 225: Pathophysiology

Delivery Modality:	Distance (Online Didactic Instruction)
Semester Credits:	3 (Didactic Only)
Contact Hours:	45
Outside Preparation:	An average of three (3) hours per week for every didactic credit hour
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:	Distance (Online Didactic Instruction)
Semester Credits:	3 (Didactic Only)
Contact Hours:	45
Outside Preparation:	An average of three (3) hours per week for every didactic credit hour
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:	Distance (Online Didactic Instruction)
Semester Credits:	3 (Didactic Only)
Contact Hours:	45
Outside Preparation:	An average of three (3) hours per week for every didactic credit hour
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:	Distance (Online Didactic Instruction)
Semester Credits:	3 (Didactic Only)
Contact Hours:	45
Outside Preparation:	An average of three (3) hours per week for every didactic credit hour
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 311: Professional and Academic Writing*

**This course replaces ENG 310 in Summer Semester 2023.*

Delivery Modality:	Distance (Online Didactic Instruction)
Semester Credits:	3 (Didactic Only)
Contact Hours:	45
Outside Preparation:	An average of three (3) hours per week for every didactic credit hour
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 and academic information. Emphasis is placed on audience analysis, clear and effective writing style, and the use of visual elements. These skills are honed through the creation, editing, and peer review of documents written in a variety of professional and academic formats such as letters, emails, persuasive essays research essays, and cover letters.

HUM 301: Applied Ethics

Delivery Modality:	Distance (Online Didactic Instruction)
Semester Credits:	3 (Didactic Only)
Contact Hours:	45
Outside Preparation:	An average of three (3) hours per week for every didactic credit hour
Typically Offered:	Fall, Spring, and Summer (Subject to Enrollment)
Prerequisites:	None
Corequisites:	None
Requisites:	None
Description:	After a brief introduction to philosophical texts, the Socratic method, and the structure of argumentation, learners will begin their journey to identify, interpret, and then construct solutions to normative ethical theories. Learners will study the fundamental ethical principles from the top three approaches of our time, Utilitarianism, Kantianism, and Virtue Theory. Learners will then apply the leading theories to their discipline, composing arguments for ethical and well-reasoned approaches to critical issues. Overall, this course seeks to build a foundation of philosophy and ethics that learners will incorporate into their chosen nursing field.

General Electives Course Descriptions

SCI 131: Introduction to Nutrition

Delivery Modality:	Distance (Online Didactic Instruction)
Semester Credits:	3 (Didactic Only)
Contact Hours:	45
Outside Preparation:	An average of three (3) hours per week for every didactic credit hour
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:	Distance (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 healthcare field. The course will explore pathogenic microorganisms and their role in human disease, human immunology, symptoms and treatment of microbial infection, and preventive measures against microbial infection. This course contains an intervention skill-based experiential learning component (one [1] credit hour), where learners will be able to practice and apply principles they are learning in the didactic portion (three [3] semester credits) of the course.

ENG 320: Creative Writing

Delivery Modality:	Distance (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 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: Distance (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 106: Foundations of Practical Nursing-Fundamentals

Course Number	Delivery Modality	Semester Credits	Contact Hours								Total
			Didactic Learning			Remote	Experiential Learning				
			CBT	ISBP	VCBP		VCBC	DFC	IP	AFE	
PN 106	Distance	5	22	11	4.5	45	45	-	-	-	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, all within the scope of the practical nurse. Critical thinking, clinical judgment, and the nursing process are key foundations to nursing practice. Application of knowledge and practice of skills occurs in 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	VCBP	DFC	FE	ISB	VCBC	DFC	IP	AFE	
PN 115	Distance	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 105/106 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, all within the scope of a practical nurse.

PN 125: Concepts of Practical Nursing – Health Promotion

Course Number	Delivery Modality	Semester Credits	Contact Hours			
			Didactic Learning	Remote	Experiential Learning	Total

			CBT	ISBP	VCBP	ISB	VCBC	DFC	IP	AFE	
PN 125	Blended	5	21.5	4	4.5	15	45	67.5	-		157.5

Outside Preparation: An average of three (3) hours per week for every didactic credit hour
 Prerequisites: SCI 220, SC221, and PN 105/106 or equivalent
 Corequisites: None
 Requisites: PN 115
 Description: This course focuses on the role of the professional practical 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, all within the scope of a practical nurse.

PN 135: Concepts of Practical Nursing in Care of Specialized Populations

Course Number	Delivery Modality	Semester Credits	Contact Hours								Total
			Didactic Learning			Remote	Experiential Learning				
			CBT	ISBP	VCBP	ISB	VCBC	DFC	IP	AFE	
PN 135	Blended	3	27.5	-	2.5	-	22.5	22.5	-	-	75

Outside Preparation: An average of three (3) hours per week for every didactic credit hour
 Prerequisites: SCI 220, SC221, and PN 105/106 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 practical 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 healthcare teams all within the

scope of a practical nurse.

PN 145: Concepts of Practical Nursing I

Course Number	Delivery Modality	Semester Credits	Contact Hours								Total
			Didactic Learning			Remote	Experiential Learning				
			CBT	ISBP	VCBP		VCBC	DFC	IP	AFE	
PN 145	Blended	6	35	7	3	30	45	45	-	-	165

Outside Preparation: An average of three (3) hours per week for every didactic credit hour
 Prerequisites: SCI 220, SC221, PN 105/106, 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, all within the scope of a practical nurse. The course will explore concepts related to emotional problems, pathological reactions to life stresses, and chronic pain. The course emphasizes 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 Practical Nursing II

Course Number	Delivery Modality	Semester Credits	Contact Hours								Total
			Didactic Learning			Remote	Experiential Learning				
			CBT	ISBP	VCBP		VCBC	DFC	IP	AFE	
PN 165	Blended	6	35	7	3	30	45	45	-	-	165

Outside Preparation: An average of three (3) hours per week for every didactic credit hour
 Prerequisites: SCI 220, SC221, PN 105/106, and PN 125 or equivalent

Corequisites:	None
Requisites:	SCI 225
Description:	This course emphasizes the provision of professional practical 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, all within the scope of a practical nurse. 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.

Licensed Practical Nursing to Associate of Science in Nursing Core Course Descriptions

ASN 241: Concepts of Nursing I

Course Number	Delivery Modality	Semester Credits	Contact Hours								
			Didactic Learning			Remote	Experiential Learning				Total
			CBT	ISBP	VCBP	ISB	VCBC	DFC	IP	AFE	
ASN 241	Blended	6	35	7	3	30	45	45	-	-	165

Outside Preparation:	An average of three (3) hours per week for every didactic credit hour
Prerequisites:	LPN License or equivalent. Minimum of eight (8) semester credits in human anatomy and human physiology and a minimum of three (3) semester credits of college-level mathematics.
Corequisites:	None
Requisites:	None
Description:	This course focuses on the chronic nature of certain states of being when nursing a client at various stages in life. A major focus is on the application of the nursing process in meeting needs of clients in various settings. Concepts related to emotional problems and pathological reactions to life stresses and chronic pain will be explored. The course will emphasize the therapeutic relationships and the development of individualized plans of care. Communication skills, mental health assessment, and various therapeutic balance, and sensory perception will be addressed. Direct focused client care experiential learning is included to give

learners the opportunity to gain experience with many of these chronic conditions.

ASN 261: Concepts of Nursing II

Course Number	Delivery Modality	Semester Credits	Contact Hours								
			Didactic Learning			Remote	Experiential Learning				Total
			CBT	ISBP	VCBP	ISB	VCBC	DFC	IP	AFE	
ASN 261	Blended	6	35	7	3	30	45	45	-	-	165

Outside Preparation:

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

Prerequisites:

LPN License or equivalent. Minimum of eight (8) semester credits in human anatomy and human physiology and a minimum of three (3) semester credits of college-level mathematics

Corequisites:

None

Requisites:

ASN 241, SCI 225 or equivalent

Description:

This course emphasizes the provision of professional nursing care for clients across the lifespan with acute medical conditions. The learners will build upon knowledge gained in the basic sciences and other prerequisite nursing courses. A family-centered approach is emphasized throughout the course. The learner will be introduced to the nursing care of acute clients. The course includes application to specific concepts, principles, and theories in various acute care settings. Decision-making skills and independent functioning are emphasized.

ASN 311: Pharmacology II

Course Number	Delivery Modality	Semester Credits	Contact Hours							
			Didactic Learning			Remote	Experiential Learning			Total
			CBT	ISBP	VCBP	ISB	VCBC	DFC	IP	
ASN 311	Distance	3	45	-	-	-	-	-	-	45

Outside Preparation:	An average of three (3) hours per week for every didactic credit hour									
Prerequisites:	Minimum of eight (8) semester credits in human anatomy and human physiology and a minimum of three (3) semester credits of college-level mathematics.									
Corequisites:	None									
Requisites:	SCI 225 or equivalent									
Description:	This course builds upon the concepts introduced in ASN 210, encompassing safe drug administration to clients across the health continuum. This course focuses on the role of the registered professional nurse as a provider of culturally competent client-centered care, education and leadership skills, and advocacy in pharmacological treatment of clients with complex needs and selected diagnoses. Using the nursing process as a guide, the learner is expected to integrate previous learning with current, expanded learning to analyze the therapeutic use of drugs and assist the patient in safely using them.									

ASN 331: Concepts of Professionalism, Management, and Leadership

Course Number	Delivery Modality	Semester Credits	Contact Hours							
			Didactic Learning			Remote	Experiential Learning			Total
			CBT	ISBP	VCBP	ISB	VCBC	DFC	IP	
ASN 331	Distance	2	30							30

Outside Preparation:	An average of three (3) hours per week for every didactic credit hour
Prerequisites:	Minimum of eight (8) semester credits in human anatomy and human physiology and a minimum of three (3) semester credits of college-level mathematics.
Corequisites:	None
Requisites:	SCI 225 or equivalent
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 healthcare settings. Development in the roles of problem solver, change agent and leader are emphasized. The course focuses on evidence-based competencies as well as leadership and management skills needed by professional nurses to work

productively in interprofessional teams. Learners will analyze current best practices related to leadership roles, communication, teamwork and collaboration, quality improvement, and culturally competent client-centered care. Legal and ethical issues related to leadership and professionalism will be emphasized.

ASN 341: Concepts of Nursing III

Course Number	Delivery Modality	Semester Credits	Contact Hours								Total
			Didactic Learning			Remote	Experiential Learning				
			CBT	ISBP	VCBP	ISB	VCBC	DFC	IP	AFE	
ASN 341	Blended	7	44.5	4	4	15	67.5	67.5	-	-	202.5

Outside Preparation: An average of three (3) hours per week for every didactic credit hour
 Prerequisites: ASN 241 or equivalent, a minimum six (6) semester credits in human anatomy and human physiology, and minimum of three (3) semester credits of college-level mathematics.

Corequisites: None

Requisites: ASN 311, SCI 225 or equivalent

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 is included in the course to give learners the opportunity to gain experience with many of these more complex chronic conditions.

ASN 361: Concepts of Nursing IV

Course Number	Delivery Modality	Semester Credits	Contact Hours			
			Didactic Learning	Remote	Experiential Learning	Total

			CBT	ISBP	VCBP	ISB	VCBC	DFC	IP	AFE	
ASN 361	Blended	7	53	4	3	15	45	45	-	22.5	187.5

Outside Preparation:	An average of three (3) hours per week for every didactic credit hour
Prerequisites:	ASN 261 or equivalent, a minimum of eight (8) semester credits in human anatomy and human physiology, and a minimum of three (3) semester credits of college-level mathematics.
Corequisites:	None
Requisites:	ASN 311, SCI 225 or equivalent
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 (ASN 261). The course greatly emphasizes acute care related to several different pathophysiological processes and end-of-life issues. The course includes application to specific concepts, principles, and theories in various acute care settings. Decision-making skills and independent functioning are emphasized.

ASN 391: Entry into Professional Nursing Practice

Course Number	Delivery Modality	Semester Credits	Contact Hours								Total
			Didactic Learning			Remote	Experiential Learning				
			CBT	ISBP	VCBP		VCBC	DFC	IP	AFE	
ASN 391	Blended	5	30	-	-	-	-	-	135	-	165

Outside Preparation:	An average of three (3) hours per week for every didactic credit hour
Prerequisites:	ASN 331
Corequisites:	None
Requisites:	ASN 361
Description:	This course focuses on the role transition of the professional nurse as provider of client-centered care, leader in the profession, manager of care, and member of the profession of nursing. Learners will engage in study of the history and theory of nursing and how society views the nursing profession. The evolution of professional nursing practice will be examined as

well as the role of the professional nurse within the global healthcare delivery system. Learners will participate in a clinical integrative practicum to experience the full spectrum of responsibilities and roles of the professional nurse. Role expectations of the professional nurse will be discussed and evidence-based guidelines for professional nursing practice will be implemented.

Bachelor of Science in Nursing Core Course Descriptions

BSN 206: Foundations of Nursing Fundamentals

Course Number	Delivery Modality	Semester Credits	Contact Hours								
			Didactic Learning			Remote	Experiential Learning				Total
			CBT	ISBP	VCBP	ISB	VCBC	DFC	IP	AFE	
BSN 206	Distance	5	22	11	4.5	45	45		-	-	127.5

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

Prerequisites: Minimum eight (8) semester credits in human anatomy and human physiology, and three (3) semester credits in college-level English, and three (3) semester credits in college-level math.

Corequisites: None

Requisites: PSY 201, SCI 131, and SCI 225

Description: This course introduces the fundamental concepts necessary for safe patient-centered nursing care to a diverse patient population while integrating clinical decision-making. Critical thinking, clinical reasoning, and the nursing process are key foundations to nursing practice. Application of knowledge and practice of skills occur in 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	Total

			CBT	ISBP	VCBP	ISB	VCBC	DFC	IP	
BSN 215	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

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								Total
			Didactic Learning			Remote	Experiential Learning				
			CBT	ISBP	VCBP	ISB	VCBC	DFC	IP	AFE	
BSN 225	Blended	5	21.5	4	4.5	15	45	67.5	-	-	157.5

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

Prerequisites: Minimum eight (8) semester credits in human anatomy and human physiology, and three (3) semester credits in college-level English, and three (3) semester credits in college-level math and BSN 205/206

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

Course Number	Delivery Modality	Semester Credits	Contact Hours							
			Didactic Learning			Remote	Experiential Learning			Total
			CBT	ISBP	VCBP	ISB	VCBC	DFC	IP	
BSN 235	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

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	VCBP	ISB	VCBC	DFC	IP	AFE	
BSN 246	Blended	6	35	7	3	30	45	45	-	-	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 205/206 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 II

Course Number	Delivery Modality	Semester Credits	Contact Hours								
			Didactic Learning			Remote	Experiential Learning			Total	
			CBT	ISBP	VCBP	ISB	VCBC	DFC	IP		AFE
BSN 266	Blended	6	35	7	3	30	45	45	-	-	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 205/206; 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	VCBP	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	VCBP	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 safe drug administration to clients across the health continuum. This course focuses on the role of the registered professional nurse as a provider of culturally competent client-centered care, education and 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

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

Outside Preparation: An average of three (3) hours per week for every didactic credit hour (This course includes a practice-based direct focused client care experiential learning project which requires twenty-two point five (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 give an understanding of healthcare 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 twenty-two point five (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	VCBP	ISB	VCBC	DFC	IP	
BSN 335	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

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 healthcare 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	VCBP	ISB	VCBC	DFC	IP	AFE	
BSN 346	Blended	7	44.5	4	4	15	67.5	67.5	-	-	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; BSN 246 and BSN 266.

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	VCBP	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	Delivery	Semester	Contact Hours			
			Didactic Learning	Remote	Experiential Learning	Total

Number	Modality	Credits	CBT	ISBP	VCBP	ISB	VCBC	DFC	IP	AFE	
BSN 366	Blended	7	53	4	3	15	45	45	-	22.5	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, 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	VCBP	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, 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	VCBP	ISB	VCBC	DFC	IP	AFE	
BSN 395	Blended	5	30	-	-	-	-	-	135	-	165

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 the professional nurse as a provider of client-centered care, leader in the profession, manager of care, and member of the profession of nursing. The course will examine the elements of professional nursing practice as well as the role of the professional nurse within the global health care delivery system. Learners will participate in licensure preparation through standardized assessments and individualized remediation. 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	VCBP	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	VCBP	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 or 311, 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	VCBP	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	VCBP	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	VCBP	ISB	VCBC	DFC	IP	AFE	
BSN485	Distance	2	15	-	-	-	-	-	-	45	60

Outside Preparation:	An average of three (3) hours per week for every didactic credit hour
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	(This course includes a clinical practice-based project which requires 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 <i>BSN 355: Capstone Proposal</i> , which was taken the first or second semester of the BSN Program. In this course, learners will be completing the capstone project they proposed in BSN 355. Learners will apply their learning about vision, creativity, and planning as it relates to leadership in nursing. They will complete a capstone project.

Master of Science in Nursing Education (MSNEd) Core Course Descriptions*

**MSN 500 – 570 only will be available through Summer Semester 2023. In Fall Semester 2023, these courses will be replaced by MSN 580-598 (see below) because of curriculum alignment in the MSN Program Plans.*

MSN 500: Clinical Prevention: Assessment & Planning

Delivery Modality:	Distance (Online Didactic Instruction)
Semester Credits:	2 (Didactic Only)
Contact Hours:	30 (Online Didactic)
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:	Distance (Online Didactic Instruction)
Semester Credits:	2 (Didactic Only)
Contact Hours:	30 (Online Didactic)
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 healthcare team, in the family and support system of the patients, and in the healthcare 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:	Distance (Online Didactic Instruction)
Semester Credits:	2 (Didactic Only)
Contact Hours:	30 (Online Didactic)
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:	Distance (Online Didactic Instruction)
Semester Credits:	2 (Didactic Only)
Contact Hours:	30 (Online Didactic)
Outside Preparation:	An average of three (3) hours per week for every didactic credit hour
Prerequisites:	None
Corequisites:	None
Description:	This course focuses on the 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:	Distance (Online Didactic Instruction)
Semester Credits:	3 (Didactic Only)
Contact Hours:	45 (Online Didactic)
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:	Distance (Online Didactic Instruction)
Semester Credits:	3 (Didactic Only)
Contact Hours:	45 (Online Didactic)
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 biohealth informatics using decision-making support systems at the point of care.

MSN 540: Systems Leadership and Innovation

Delivery Modality:	Distance (Online Didactic Instruction)
Semester Credits:	2 (Didactic Only)
Contact Hours:	30 (Online Didactic)
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:	Distance (Online Didactic Instruction)
Semester Credits:	3 (Didactic Only)
Contact Hours:	45 (Online Didactic)
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: Distance (Online Didactic Instruction)
 Semester Credits: 3 (Didactic Only)
 Contact Hours: 45 (Online Didactic)
 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 570: Teaching Pharmacology across the Lifespan

Delivery Modality: Distance (Online Didactic Instruction)
 Semester Credits: 3 (Didactic Only)
 Contact Hours: 45 (Online Didactic)
 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 580: Role of the Advanced Practice Nurse

Delivery Modality: Distance (Online Didactic Instruction)
 Semester Credits: 3 (Didactic Only)
 Contact Hours: 45 (Online Didactic)
 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 create evidence for where change is most needed, how innovation can be developed and implemented, and how to systematically assess the impact of change on all aspects of the health system. This course examines the philosophical foundations of advanced nursing practice by analyzing interrelationships among theory, philosophy, practice, and research. Various advanced practice nursing roles and critical elements involved in managing advanced practice nursing environments are analyzed. Course content is designed to facilitate the learner's APN role assimilation.

MSN 582: Advanced Pharmacology Across the Lifespan

Delivery Modality: Distance (Online Didactic Instruction)
Semester Credits: 4 (Didactic Only)
Contact Hours: 60 (Online Didactic)
Outside Preparation: An average of three (3) hours per week for every didactic credit hour.
Prerequisites: None
Corequisites: None
Description: The purpose of this course is to increase knowledge and expertise in the principles of pharmacotherapeutics across the lifespan. Legal, legislative, and safe prescribing principles, consideration for special populations, and medication prescribing/management will be covered. This course provides the learner an opportunity to integrate previous knowledge and experience, develop self-confidence, and build expertise to maintain efficacious outcomes while providing safety with prescribing practices.

MSN 584 Advanced Pathophysiology Across the Lifespan

Delivery Modality: Distance (Online Didactic Instruction)
Semester Credits: 4 (Didactic Only)
Contact Hours: 60 (Online Didactic)
Outside Preparation: An average of three (3) hours per week for every didactic credit hour.
Prerequisites: None
Corequisites: None
Description: The purpose of this course is to increase knowledge, understanding and expertise in the principles of advanced pathophysiology. Through readings, lecture, case studies, and exams, the learner will develop enhanced knowledge of the pathophysiology of the disease processes across the lifespan. Understanding the pathophysiologic process will facilitate the graduate learner's progression to understanding the signs and symptoms of the disease process and allow for appropriate diagnosing and treatment.

MSN 586 Health Promotion and Disease Prevention Across the Lifespan

Delivery Modality: Distance (Online Didactic Instruction)
Semester Credits: 2 (Didactic Only)
Contact Hours: 30 (Online Didactic)

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 health promotion, disease prevention, screening, and anticipatory guidance to all populations, including special populations,—across the lifespan. Graduate learners will explore methods of population-focused health assessment in the community, individuals, and families.

MSN 588 Advanced Assessment Across the Lifespan

Delivery Modality: Distance (Online Didactic Instruction)
 Semester Credits: 4 (Didactic Only)
 Contact Hours: 75 (Online Didactic)
 Outside Preparation: An average of three (3) hours per week for every didactic credit hour.
 Requisites: MSN 586
 Prerequisites: None
 Corequisites: None
 Description: The purpose of this course is to increase knowledge and expertise in advanced physical, psychosocial, spiritual, and cultural assessment and enhance diagnostic knowledge required for maintaining health for patients across the lifespan. A holistic and comprehensive approach to the patient is emphasized with particular attention to identifying the health promotion and disease prevention needs as well as the management of common signs and symptoms that present to patients across the lifespan. This course also provides the learner an opportunity to learn various clinical and diagnostic skills performed by the advanced practice nurse. Learners will be required to complete three consecutive days of in-person applied field experience during Week 15 of the course. The applied field experience will be held over three days near Nightingale College's (College) Operations Support Center in Salt Lake City. The purpose of the applied field experience is to provide a review and competency check of previously obtained knowledge and skills and allow learners to participate in service-learning activities.

MSN 590 Health Policy, Legislation, Economics and Ethics

Delivery Modality: Distance (Online Didactic Instruction)
 Semester Credits: 3 (Didactic Only)
 Contact Hours: 45 (Online Didactic)
 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 the factors that influence policies at local, national, and global levels, impacting health/wellness and the nursing profession. The roles of values, ethical theories, stakeholder interests, research, and recent legislation related to health policy and health outcomes will be explored. The graduate learner will gain expertise in effecting change through active participation in influencing or developing policies that impact health.

MSN 592 Evidence-Based Practice

Delivery Modality: Distance (Online Didactic Instruction)
 Semester Credits: 3 (Didactic Only)
 Contact Hours: 45 (Online Didactic)
 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 advanced practice nursing, nursing education, nursing practice, and the learner's specialty focus area. Emphasis is on research design, implementation, and application of research. The graduate learner will also explore evidence-based practice models, quality improvement models, and grading levels of evidence.

MSN 598: Health Informatics for the Advanced Practice Nurse

Delivery Modality: Distance (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 informatic theories, models, and issues within complex healthcare systems. Graduate learners will examine complementary roles of master's level-prepared nursing information technology professionals, informaticists and quality officers. Content is directed toward assisting the student to understand system planning, analysis, implementation, and evaluation. Learners will analyze current and emerging technologies; data management; ethical legal and regulatory best-practice evidence; and bio-health informatics using decision-making support systems at the point of care. This course will emphasize the role of the Advanced Practice Nurse in clinical area such as telehealth and mobile health.

MSN 620: Adult Education and Online Learning

Delivery Modality: Distance (Online Didactic Instruction)

Semester Credits:	3 (Didactic Only)
Contact Hours:	45 (Online Didactic)
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:	Distance (Online Didactic Instruction)
Semester Credits:	3 (Didactic Only)
Contact Hours:	45 (Online Didactic)
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 curriculum 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:	Distance (Online Didactic Instruction)
Semester Credits:	3 (Didactic Only)
Contact Hours:	45 (Online Didactic)
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, and classroom and clinical instruction.

MSN 670: Nursing Education Field Experience

Delivery Modality:	Distance (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:	Distance (Online Didactic Instruction)
Semester Credits:	2 (Didactic Only)
Contact Hours:	30 (Online Didactic)
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 healthcare. 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.

Master of Science in Nursing Family Nurse Practitioner (MSN FNP) Core Course Descriptions

MSN 500: Clinical Prevention: Assessment & Planning

Delivery Modality:	Distance (Online Didactic Instruction)
Semester Credits:	2 (Didactic Only)
Contact Hours:	30 (Online Didactic)
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:	Distance (Online Didactic Instruction)
Semester Credits:	2 (Didactic Only)
Contact Hours:	30 (Online Didactic)
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 healthcare team, in the family and support system of the patients, and in the healthcare 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:	Distance (Online Didactic Instruction)
Semester Credits:	2 (Didactic Only)
Contact Hours:	30 (Online Didactic)
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:	Distance (Online Didactic Instruction)
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Semester Credits:	2 (Didactic Only)
Contact Hours:	30 (Online Didactic)
Outside Preparation:	An average of three (3) hours per week for every didactic credit hour
Prerequisites:	None
Corequisites:	None
Description:	This course focuses on the 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:	Distance (Online Didactic Instruction)
Semester Credits:	3 (Didactic Only)
Contact Hours:	45 (Online Didactic)
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:	Distance (Online Didactic Instruction)
Semester Credits:	3 (Didactic Only)
Contact Hours:	45 (Online Didactic)
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 biohealth informatics using decision-making support systems at the point of care.

MSN 540: Systems Leadership and Innovation

Delivery Modality:	Distance (Online Didactic Instruction)
Semester Credits:	2 (Didactic Only)
Contact Hours:	30 (Online Didactic)
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:	Distance (Online Didactic Instruction)
Semester Credits:	3 (Didactic Only)
Contact Hours:	45 (Online Didactic)
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:	Distance (Online Didactic Instruction)
Semester Credits:	3 (Didactic Only)
Contact Hours:	45 (Online Didactic)
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 570: Teaching Pharmacology across the Lifespan

Delivery Modality:	Distance (Online Didactic Instruction)
Semester Credits:	3 (Didactic Only)
Contact Hours:	45 (Online Didactic)
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 580: Role of the Advanced Practice Nurse

Delivery Modality:	Distance (Online Didactic Instruction)
Semester Credits:	3 (Didactic Only)
Contact Hours:	45 (Online Didactic)
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 create evidence for where change is most needed, how innovation can be developed and implemented, and how to systematically assess the impact of change on all aspects of the health system. This course examines the philosophical foundations of advanced nursing practice by analyzing interrelationships among theory, philosophy, practice, and research. Various advanced practice nursing roles and critical elements involved in managing advanced practice nursing environments are analyzed. Course content is designed to facilitate the learner's APN role assimilation.

MSN 582: Advanced Pharmacology Across the Lifespan

Delivery Modality:	Distance (Online Didactic Instruction)
Semester Credits:	4 (Didactic Only)
Contact Hours:	60 (Online Didactic)
Outside Preparation:	An average of three (3) hours per week for every didactic credit hour.
Prerequisites:	None
Corequisites:	None
Description:	The purpose of this course is to increase knowledge and expertise in the principles of pharmacotherapeutics across the lifespan. Legal, legislative, and safe prescribing principles, consideration for special populations, and medication prescribing/management will be covered. This course provides the learner an opportunity to integrate previous knowledge and experience, develop self-confidence, and build expertise to maintain efficacious outcomes while providing safety with prescribing practices.

MSN 584 Advanced Pathophysiology Across the Lifespan

Delivery Modality:	Distance (Online Didactic Instruction)
Semester Credits:	4 (Didactic Only)
Contact Hours:	60 (Online Didactic)
Outside Preparation:	An average of three (3) hours per week for every didactic credit hour.
Prerequisites:	None
Corequisites:	None
Description:	The purpose of this course is to increase knowledge, understanding and expertise in the principles of advanced pathophysiology. Through readings, lecture, case studies, and exams the learner will develop enhanced knowledge of the pathophysiology of the disease processes across the lifespan. Understanding the pathophysiologic process will facilitate the graduate learner's progression to understanding the signs and symptoms of the disease process and allow for appropriate diagnosing and treatment.

MSN 586 Health Promotion and Disease Prevention Across the Lifespan

Delivery Modality:	Distance (Online Didactic Instruction)
Semester Credits:	2 (Didactic Only)
Contact Hours:	30 (Online Didactic)
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 health promotion, disease prevention, screening, and anticipatory guidance to all populations, including special populations, across the lifespan. Graduate learners will explore methods of population-focused health assessment in the community, individuals, and families.

MSN 588 Advanced Assessment Across the Lifespan

Delivery Modality:	Distance (Online Didactic Instruction)
Semester Credits:	4 (Didactic Only)
Contact Hours:	75 (Online Didactic)
Outside Preparation:	An average of three (3) hours per week for every didactic credit hour.
Requisites:	MSN 586
Prerequisites:	None
Corequisites:	None
Description:	The purpose of this course is to increase knowledge and expertise in advanced physical, psychosocial, spiritual, and cultural assessment and enhance diagnostic knowledge required for maintaining health for patients across the lifespan. A holistic and comprehensive approach to the patient is emphasized with particular attention to identifying the health promotion and disease prevention needs as well as the management of common signs and symptoms that present to patients across the lifespan. This course also provides the learner an opportunity to learn various clinical and diagnostic skills performed by the advanced practice nurse. Learners will be required to complete three consecutive days of in-person applied field experience

during Week 15 of the course. The applied field experience will be held over three days near Nightingale College's (College) Operations Support Center in Salt Lake City. The purpose of the applied field experience is to provide a review and competency check of previously obtained knowledge and skills and allow learners to participate in service-learning activities.

MSN 590 Health Policy, Legislation, Economics and Ethics

Delivery Modality: Distance (Online Didactic Instruction)
 Semester Credits: 3 (Didactic Only)
 Contact Hours: 45 (Online Didactic)
 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 the factors that influence policies at local, national, and global levels, impacting health/wellness and the nursing profession. The roles of values, ethical theories, stakeholder interests, research, and recent legislation related to health policy and health outcomes will be explored. The graduate learner will gain expertise in effecting change through active participation in influencing or developing policies that impact health.

MSN 592 Evidence-Based Practice

Delivery Modality: Distance (Online Didactic Instruction)
 Semester Credits: 3 (Didactic Only)
 Contact Hours: 45 (Online Didactic)
 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 advanced practice nursing, nursing education, nursing practice, and the learner's specialty focus area. Emphasis is on research design, implementation, and application of research. The graduate learner will also explore evidence-based practice models, quality improvement models, and grading levels of evidence.

MSN 594 Advanced Family Health in Primary Care Settings I

Delivery Modality: Distance (Online Didactic Instruction)
 Semester Credits: 3 (Didactic Only)
 Contact Hours: 45 (Online Didactic)

Outside Preparation: An average of three (3) hours per week for every didactic credit hour.
 Prerequisites: MSN 580, MSN 582, MSN 584, MSN 586, MSN 588, MSN 590
 Corequisites: None
 Description: This course will provide the learner with the competencies, knowledge, and skills to assess, diagnose, manage, and treat common and uncomplicated acute and chronic health conditions across the lifespan in primary care settings. Emphasis is placed on the evidence-based, effective, and safe management of patients via health promotion, disease prevention, assessment, diagnosis, pharmacological, and non-pharmacological interventions and approaches. Practice guidelines, conceptual models, and theories will be applied to enhance the care plan and evaluate patient outcomes. Knowledge and competencies learned in this course will be validated in the clinical practicum courses.

MSN 600 Advanced Family Health in Primary Care Settings II

Delivery Modality: Distance (Online Didactic Instruction)
 Semester Credits: 3 (Didactic Only)
 Contact Hours: 45 (Online Didactic)
 Outside Preparation: An average of three (3) hours per week for every didactic credit hour.
 Prerequisites: MSN 580, MSN 582, MSN 584, MSN 586, MSN 588, MSN 590, MSN 592, MSN 594
 Corequisites: None
 Description: This course will provide the learner with the competencies, knowledge, and skills to assess, diagnose, manage, and treat common and uncomplicated acute and chronic health conditions across the lifespan in primary care settings. Emphasis is placed on the evidence-based, effective, and safe management of patients via health promotion, disease prevention, assessment, diagnosis, pharmacological, and non-pharmacological interventions and approaches. Practice guidelines, conceptual models, and theories will be applied to enhance the care plan and evaluate patient outcomes. Knowledge and competencies learned in this course will be validated in the clinical practicum courses.

MSN 604 Advanced Family Health in Primary Care Settings III

Delivery Modality: Distance (Online Didactic Instruction)
 Semester Credits: 3 (Didactic Only)
 Contact Hours: 45 (Online Didactic)
 Outside Preparation: An average of three (3) hours per week for every didactic credit hour.
 Prerequisites: MSN 580, MSN 582, MSN 584, MSN 586, MSN 588, MSN 590, MSN 592, MSN 594
 Corequisites: None
 Description: This course will provide the learner with the competencies, knowledge, and skills to assess, diagnose, manage, and treat common and uncomplicated acute and chronic health conditions across the lifespan in primary care settings. Emphasis is placed on the evidence-based, effective, and safe management of patients via health promotion, disease prevention,

assessment, diagnosis, pharmacological, and non-pharmacological interventions and approaches. Practice guidelines, conceptual models, and theories will be applied to enhance the care plan and evaluate patient outcomes. Knowledge and competencies learned in this course will be validated in the clinical practicum courses.

MSN 608 Advanced Family Health in Primary Care Settings IV

Delivery Modality:	Distance (Online Didactic Instruction)
Semester Credits:	2 (Didactic Only)
Contact Hours:	30 (Online Didactic)
Outside Preparation:	An average of three (3) hours per week for every didactic credit hour.
Prerequisites:	MSN 580, MSN 582, MSN 584, MSN 586, MSN 588, MSN 590, MSN 592, MSN 594, MSN 604
Corequisites:	None
Description:	This course will provide the learner with the competencies, knowledge, and skills to assess, diagnose, manage, and treat common and uncomplicated acute and chronic health conditions across the lifespan in primary care settings. Emphasis is placed on the evidence-based, effective, and safe management of patients via health promotion, disease prevention, assessment, diagnosis, pharmacological, and non-pharmacological interventions and approaches. Practice guidelines, conceptual models, and theories will be applied to enhance the care plan and evaluate patient outcomes. Knowledge and competencies learned in this course will be validated in the clinical practicum courses.

MSN 610 Advanced Family Health in Primary Care Settings Practicum 1

Delivery Modality:	Distance education and practicum experiences
Semester Credits:	1
Contact Hours:	45 (Online Didactic)
Outside Preparation:	The learner will complete a total of 45 practicum hours in this course.
Prerequisites:	MSN 580, MSN 582, MSN 584, MSN 586, MSN 588, MSN 590
Requisites:	MSN 594, MSN 600, MSN 604, MSN 608
Description:	This one (1) credit hour supervised practicum experience will provide the learner with an opportunity to synthesize and apply advanced practice nursing skills and knowledge regarding the assessment, diagnosis, and management of care among children, adolescents, pregnant women, adults, and older adults in primary care settings. Learners will function under the mentorship of course faculty and work in collaboration with qualified preceptors. In addition, the learner will build academic and clinical advanced practice nursing capacity within the APRN overarching competency areas and role domains including, but not limited to, 1) scientific foundation, 2) leadership, 3) quality, 4) practice inquiry, 5) technology and information literacy, 6) policy, 7) health delivery systems, 8) ethics, and 9) independent practice. NOTE: Learners are responsible for a total accumulation of 18 credits/810 contact hours contact hours of practicum experience throughout the entire program. The practicum

courses are typically developed in one (1) credit hour/45 contact hour increments to allow for learner flexibility in scheduling and completing the required program practicum hours.

MSN 611 Advanced Family Health in Primary Care Settings Practicum 2

Delivery Modality: Distance education and practicum experiences
 Semester Credits: 1
 Contact Hours: 45 (Online Didactic)
 Outside Preparation: The learner will complete a total of 45 practicum hours in this course.
 Prerequisites: MSN 580, MSN 582, MSN 584, MSN 586, MSN 588, MSN 590
 Requisites: MSN 594, MSN 600, MSN 604, MSN 608
 Description: This one (1) credit hour supervised practicum experience will provide the learner with an opportunity to synthesize and apply advanced practice nursing skills and knowledge regarding the assessment, diagnosis, and management of care among children, adolescents, pregnant women, adults, and older adults in primary care settings. Learners will function under the mentorship of course faculty and work in collaboration with qualified preceptors. In addition, the learner will build academic and clinical advanced practice nursing capacity within the APRN overarching competency areas and role domains including, but not limited to, 1) scientific foundation, 2) leadership, 3) quality, 4) practice inquiry, 5) technology and information literacy, 6) policy, 7) health delivery systems, 8) ethics, and 9) independent practice. NOTE: Learners are responsible for a total accumulation of 18 credits/810 contact hours of practicum experience throughout the entire program. The practicum courses are typically developed in one (1) credit hour/45 contact hour increments to allow for learner flexibility in scheduling and completing the required program practicum hours.

MSN 612 Advanced Family Health in Primary Care Settings Practicum 3

Delivery Modality: Distance education and practicum experiences
 Semester Credits: 1
 Contact Hours: 45 (Online Didactic)
 Outside Preparation: The learner will complete a total of 45 practicum hours in this course.
 Prerequisites: MSN 580, MSN 582, MSN 584, MSN 586, MSN 588, MSN 590
 Requisites: MSN 594, MSN 600, MSN 604, MSN 608
 Description: This one (1) credit hour supervised practicum experience will provide the learner with an opportunity to synthesize and apply advanced practice nursing skills and knowledge regarding the assessment, diagnosis, and management of care among children, adolescents, pregnant women, adults, and older adults in primary care settings. Learners will function under the mentorship of course faculty and work in collaboration with qualified preceptors. In addition, the learner will build academic and clinical advanced practice nursing capacity within the APRN overarching competency areas and role domains including, but not limited to, 1) scientific foundation, 2) leadership, 3) quality, 4) practice inquiry, 5)

technology and information literacy, 6) policy, 7) health delivery systems, 8) ethics, and 9) independent practice. NOTE: Learners are responsible for a total accumulation of 18 credits/810 contact hours of practicum experience throughout the entire program. The practicum courses are typically developed in one (1) credit hour/45 contact hour increments to allow for learner flexibility in scheduling and completing the required program practicum hours.

MSN 613 Advanced Family Health in Primary Care Settings Practicum 4

Delivery Modality: Distance education and practicum experiences
 Semester Credits: 1
 Contact Hours: 45 (Online Didactic)
 Outside Preparation: The learner will complete a total of 45 practicum hours in this course.
 Prerequisites: MSN 580, MSN 582, MSN 584, MSN 586, MSN 588, MSN 590
 Requisites: MSN 594, MSN 600, MSN 604, MSN 608
 Description: This one (1) credit hour supervised practicum experience will provide the learner with an opportunity to synthesize and apply advanced practice nursing skills and knowledge regarding the assessment, diagnosis, and management of care among children, adolescents, pregnant women, adults, and older adults in primary care settings. Learners will function under the mentorship of course faculty and work in collaboration with qualified preceptors. In addition, the learner will build academic and clinical advanced practice nursing capacity within the APRN overarching competency areas and role domains including, but not limited to, 1) scientific foundation, 2) leadership, 3) quality, 4) practice inquiry, 5) technology and information literacy, 6) policy, 7) health delivery systems, 8) ethics, and 9) independent practice. NOTE: Learners are responsible for a total accumulation of 18 credits/810 contact hours of practicum experience throughout the entire program. The practicum courses are typically developed in one (1) credit hour/45 contact hour increments to allow for learner flexibility in scheduling and completing the required program practicum hours.

MSN 614 Advanced Family Health in Primary Care Settings Practicum 5

Delivery Modality: Distance education and practicum experiences
 Semester Credits: 1
 Contact Hours: 45 (Online Didactic)
 Outside Preparation: The learner will complete a total of 45 practicum hours in this course.
 Prerequisites: MSN 580, MSN 582, MSN 584, MSN 586, MSN 588, MSN 590
 Requisites: MSN 594, MSN 600, MSN 604, MSN 608
 Description: This one (1) credit hour supervised practicum experience will provide the learner with an opportunity to synthesize and apply advanced practice nursing skills and knowledge regarding the assessment, diagnosis, and management of care among children, adolescents, pregnant women, adults, and older adults in primary care settings. Learners will function under the mentorship of course faculty and work in collaboration with qualified

preceptors. In addition, the learner will build academic and clinical advanced practice nursing capacity within the APRN overarching competency areas and role domains including, but not limited to, 1) scientific foundation, 2) leadership, 3) quality, 4) practice inquiry, 5) technology and information literacy, 6) policy, 7) health delivery systems, 8) ethics, and 9) independent practice. NOTE: Learners are responsible for a total accumulation of 18 credits/810 contact hours of practicum experience throughout the entire program. The practicum courses are typically developed in one (1) credit hour/45 contact hour increments to allow for learner flexibility in scheduling and completing the required program practicum hours.

MSN 615 Advanced Family Health in Primary Care Settings Practicum 6

Delivery Modality:	Distance education and practicum experiences
Semester Credits:	1
Contact Hours:	45 (Online Didactic)
Outside Preparation:	The learner will complete a total of 45 practicum hours in this course.
Prerequisites:	MSN 580, MSN 582, MSN 584, MSN 586, MSN 588, MSN 590
Requisites:	MSN 594, MSN 600, MSN 604, MSN 608
Description:	This one (1) credit hour supervised practicum experience will provide the learner with an opportunity to synthesize and apply advanced practice nursing skills and knowledge regarding the assessment, diagnosis, and management of care among children, adolescents, pregnant women, adults, and older adults in primary care settings. Learners will function under the mentorship of course faculty and work in collaboration with qualified preceptors. In addition, the learner will build academic and clinical advanced practice nursing capacity within the APRN overarching competency areas and role domains including, but not limited to, 1) scientific foundation, 2) leadership, 3) quality, 4) practice inquiry, 5) technology and information literacy, 6) policy, 7) health delivery systems, 8) ethics, and 9) independent practice. NOTE: Learners are responsible for a total accumulation of 18 credits/810 contact hours of practicum experience throughout the entire program. The practicum courses are typically developed in one (1) credit hour/45 contact hour increments to allow for learner flexibility in scheduling and completing the required program practicum hours.

MSN 616 Advanced Family Health in Primary Care Settings Practicum 7

Delivery Modality:	Distance education and practicum experiences
Semester Credits:	1
Contact Hours:	45 (Online Didactic)
Outside Preparation:	The learner will complete a total of 45 practicum hours in this course.
Prerequisites:	MSN 580, MSN 582, MSN 584, MSN 586, MSN 588, MSN 590
Requisites:	MSN 594, MSN 600, MSN 604, MSN 608
Description:	This one (1) credit hour supervised practicum experience will provide the learner with an opportunity to synthesize and apply advanced practice

nursing skills and knowledge regarding the assessment, diagnosis, and management of care among children, adolescents, pregnant women, adults, and older adults in primary care settings. Learners will function under the mentorship of course faculty and work in collaboration with qualified preceptors. In addition, the learner will build academic and clinical advanced practice nursing capacity within the APRN overarching competency areas and role domains including, but not limited to, 1) scientific foundation, 2) leadership, 3) quality, 4) practice inquiry, 5) technology and information literacy, 6) policy, 7) health delivery systems, 8) ethics, and 9) independent practice. NOTE: Learners are responsible for a total accumulation of 18 credits/810 contact hours of practicum experience throughout the entire program. The practicum courses are typically developed in one (1) credit hour/45 contact hour increments to allow for learner flexibility in scheduling and completing the required program practicum hours.

MSN 617 Advanced Family Health in Primary Care Settings Practicum 8

Delivery Modality: Distance education and practicum experiences
 Semester Credits: 1
 Contact Hours: 45 (Online Didactic)
 Outside Preparation: The learner will complete a total of 45 practicum hours in this course.
 Prerequisites: MSN 580, MSN 582, MSN 584, MSN 586, MSN 588, MSN 590
 Requisites: MSN 594, MSN 600, MSN 604, MSN 608
 Description: This one (1) credit hour supervised practicum experience will provide the learner with an opportunity to synthesize and apply advanced practice nursing skills and knowledge regarding the assessment, diagnosis, and management of care among children, adolescents, pregnant women, adults, and older adults in primary care settings. Learners will function under the mentorship of course faculty and work in collaboration with qualified preceptors. In addition, the learner will build academic and clinical advanced practice nursing capacity within the APRN overarching competency areas and role domains including, but not limited to, 1) scientific foundation, 2) leadership, 3) quality, 4) practice inquiry, 5) technology and information literacy, 6) policy, 7) health delivery systems, 8) ethics, and 9) independent practice. NOTE: Learners are responsible for a total accumulation of 18 credits/810 contact hours of practicum experience throughout the entire program. The practicum courses are typically developed in one (1) credit hour/45 contact hour increments to allow for learner flexibility in scheduling and completing the required program practicum hours.

MSN 618 Advanced Family Health in Primary Care Settings Practicum 9

Delivery Modality: Distance education and practicum experiences
 Semester Credits: 1
 Contact Hours: 45 (Online Didactic)
 Outside Preparation: The learner will complete a total of 45 practicum hours in this course.

Prerequisites:	MSN 580, MSN 582, MSN 584, MSN 586, MSN 588, MSN 590
Requisites:	MSN 594, MSN 600, MSN 604, MSN 608
Description:	This one (1) credit hour supervised practicum experience will provide the learner with an opportunity to synthesize and apply advanced practice nursing skills and knowledge regarding the assessment, diagnosis, and management of care among children, adolescents, pregnant women, adults, and older adults in primary care settings. Learners will function under the mentorship of course faculty and work in collaboration with qualified preceptors. In addition, the learner will build academic and clinical advanced practice nursing capacity within the APRN overarching competency areas and role domains including, but not limited to, 1) scientific foundation, 2) leadership, 3) quality, 4) practice inquiry, 5) technology and information literacy, 6) policy, 7) health delivery systems, 8) ethics, and 9) independent practice. NOTE: Learners are responsible for a total accumulation of 18 credits/810 contact hours of practicum experience throughout the entire program. The practicum courses are typically developed in one (1) credit hour/45 contact hour increments to allow for learner flexibility in scheduling and completing the required program practicum hours.

MSN 619 Advanced Family Health in Primary Care Settings Practicum 10

Delivery Modality:	Distance education and practicum experiences
Semester Credits:	1
Contact Hours:	45 (Online Didactic)
Outside Preparation:	The learner will complete a total of 45 practicum hours in this course.
Prerequisites:	MSN 580, MSN 582, MSN 584, MSN 586, MSN 588, MSN 590
Requisites:	MSN 594, MSN 600, MSN 604, MSN 608
Description:	This one (1) credit hour supervised practicum experience will provide the learner with an opportunity to synthesize and apply advanced practice nursing skills and knowledge regarding the assessment, diagnosis, and management of care among children, adolescents, pregnant women, adults, and older adults in primary care settings. Learners will function under the mentorship of course faculty and work in collaboration with qualified preceptors. In addition, the learner will build academic and clinical advanced practice nursing capacity within the APRN overarching competency areas and role domains including, but not limited to, 1) scientific foundation, 2) leadership, 3) quality, 4) practice inquiry, 5) technology and information literacy, 6) policy, 7) health delivery systems, 8) ethics, and 9) independent practice. NOTE: Learners are responsible for a total accumulation of 18 credits/810 contact hours of practicum experience throughout the entire program. The practicum courses are typically developed in one (1) credit hour/45 contact hour increments to allow for learner flexibility in scheduling and completing the required program practicum hours.

MSN 620 Advanced Family Health in Primary Care Settings Practicum 11

Delivery Modality:	Distance education and practicum experiences
Semester Credits:	1
Contact Hours:	45 (Online Didactic)
Outside Preparation:	The learner will complete a total of 45 practicum hours in this course.
Prerequisites:	MSN 580, MSN 582, MSN 584, MSN 586, MSN 588, MSN 590
Requisites:	MSN 594, MSN 600, MSN 604, MSN 608
Description:	This one (1) credit hour supervised practicum experience will provide the learner with an opportunity to synthesize and apply advanced practice nursing skills and knowledge regarding the assessment, diagnosis, and management of care among children, adolescents, pregnant women, adults, and older adults in primary care settings. Learners will function under the mentorship of course faculty and work in collaboration with qualified preceptors. In addition, the learner will build academic and clinical advanced practice nursing capacity within the APRN overarching competency areas and role domains including, but not limited to, 1) scientific foundation, 2) leadership, 3) quality, 4) practice inquiry, 5) technology and information literacy, 6) policy, 7) health delivery systems, 8) ethics, and 9) independent practice. NOTE: Learners are responsible for a total accumulation of 18 credits/810 contact hours of practicum experience throughout the entire program. The practicum courses are typically developed in one (1) credit hour/45 contact hour increments to allow for learner flexibility in scheduling and completing the required program practicum hours.

MSN 621 Advanced Family Health in Primary Care Settings Practicum 12

Delivery Modality:	Distance education and practicum experiences
Semester Credits:	1
Contact Hours:	45 (online didactic)
Outside Preparation:	The learner will complete a total of 45 practicum hours in this course.
Prerequisites:	MSN 580, MSN 582, MSN 584, MSN 586, MSN 588, MSN 590
Requisites:	MSN 594, MSN 600, MSN 604, MSN 608
Description:	This one (1) credit hour supervised practicum experience will provide the learner with an opportunity to synthesize and apply advanced practice nursing skills and knowledge regarding the assessment, diagnosis, and management of care among children, adolescents, pregnant women, adults, and older adults in primary care settings. Learners will function under the mentorship of course faculty and work in collaboration with qualified preceptors. In addition, the learner will build academic and clinical advanced practice nursing capacity within the APRN overarching competency areas and role domains including, but not limited to, 1) scientific foundation, 2) leadership, 3) quality, 4) practice inquiry, 5) technology and information literacy, 6) policy, 7) health delivery systems, 8) ethics, and 9) independent practice. NOTE: Learners are responsible for a total accumulation of 18 credits/810 contact hours of practicum experience throughout the entire program. The practicum courses are typically developed in one (1) credit hour/45 contact hour increments to

allow for learner flexibility in scheduling and completing the required program practicum hours.

MSN 622 Advanced Family Health in Primary Care Settings Practicum 13

Delivery Modality: Distance education and practicum experiences
 Semester Credits: 1
 Contact Hours: 45 (Online Didactic)
 Outside Preparation: The learner will complete a total of 45 practicum hours in this course.
 Prerequisites: MSN 580, MSN 582, MSN 584, MSN 586, MSN 588, MSN 590
 Requisites: MSN 594, MSN 600, MSN 604, MSN 608
 Description: This one (1) credit hour supervised practicum experience will provide the learner with an opportunity to synthesize and apply advanced practice nursing skills and knowledge regarding the assessment, diagnosis, and management of care among children, adolescents, pregnant women, adults, and older adults in primary care settings. Learners will function under the mentorship of course faculty and work in collaboration with qualified preceptors. In addition, the learner will build academic and clinical advanced practice nursing capacity within the APRN overarching competency areas and role domains including, but not limited to, 1) scientific foundation, 2) leadership, 3) quality, 4) practice inquiry, 5) technology and information literacy, 6) policy, 7) health delivery systems, 8) ethics, and 9) independent practice. NOTE: Learners are responsible for a total accumulation of 18 credits/810 contact hours of practicum experience throughout the entire program. The practicum courses are typically developed in one (1) credit hour/45 contact hour increments to allow for learner flexibility in scheduling and completing the required program practicum hours.

MSN 623 Advanced Family Health in Primary Care Settings Practicum 14

Delivery Modality: Distance education and practicum experiences
 Semester Credits: 1
 Contact Hours: 45 (Online Didactic)
 Outside Preparation: The learner will complete a total of 45 practicum hours in this course.
 Prerequisites: MSN 580, MSN 582, MSN 584, MSN 586, MSN 588, MSN 590
 Requisites: MSN 594, MSN 600, MSN 604, MSN 608
 Description: This one (1) credit hour supervised practicum experience will provide the learner with an opportunity to synthesize and apply advanced practice nursing skills and knowledge regarding the assessment, diagnosis, and management of care among children, adolescents, pregnant women, adults, and older adults in primary care settings. Learners will function under the mentorship of course faculty and work in collaboration with qualified preceptors. In addition, the learner will build academic and clinical advanced practice nursing capacity within the APRN overarching competency areas and role domains including, but not limited to, 1) scientific foundation, 2) leadership, 3) quality, 4) practice inquiry, 5) technology and information literacy, 6) policy, 7) health delivery systems,

8) ethics, and 9) independent practice. NOTE: Learners are responsible for a total accumulation of 18 credits/810 contact hours of practicum experience throughout the entire program. The practicum courses are typically developed in one (1) credit hour/45 contact hour increments to allow for learner flexibility in scheduling and completing the required program practicum hours.

MSN 624 Advanced Family Health in Primary Care Settings Practicum 15

Delivery Modality: Distance education and practicum experiences
 Semester Credits: 1
 Contact Hours: 45 (Online Didactic)
 Outside Preparation: The learner will complete a total of 45 practicum hours in this course.
 Prerequisites: MSN 580, MSN 582, MSN 584, MSN 586, MSN 588, MSN 590
 Requisites: MSN 594, MSN 600, MSN 604, MSN 608
 Description: This one (1) credit hour supervised practicum experience will provide the learner with an opportunity to synthesize and apply advanced practice nursing skills and knowledge regarding the assessment, diagnosis, and management of care among children, adolescents, pregnant women, adults, and older adults in primary care settings. Learners will function under the mentorship of course faculty and work in collaboration with qualified preceptors. In addition, the learner will build academic and clinical advanced practice nursing capacity within the APRN overarching competency areas and role domains including, but not limited to, 1) scientific foundation, 2) leadership, 3) quality, 4) practice inquiry, 5) technology and information literacy, 6) policy, 7) health delivery systems, 8) ethics, and 9) independent practice. NOTE: Learners are responsible for a total accumulation of 18 credits/810 contact hours of practicum experience throughout the entire program. The practicum courses are typically developed in one (1) credit hour/45 contact hour increments to allow for learner flexibility in scheduling and completing the required program practicum hours.

MSN 625 Advanced Family Health in Primary Care Settings Practicum 16

Delivery Modality: Distance education and practicum experiences
 Semester Credits: 1
 Contact Hours: 45 (Online Didactic)
 Outside Preparation: The learner will complete a total of 45 practicum hours in this course.
 Prerequisites: MSN 580, MSN 582, MSN 584, MSN 586, MSN 588, MSN 590
 Requisites: MSN 594, MSN 600, MSN 604, MSN 608
 Description: This one (1) credit hour supervised practicum experience will provide the learner with an opportunity to synthesize and apply advanced practice nursing skills and knowledge regarding the assessment, diagnosis, and management of care among children, adolescents, pregnant women, adults, and older adults in primary care settings. Learners will function under the mentorship of course faculty and work in collaboration with qualified preceptors. In addition, the learner will build academic and clinical

advanced practice nursing capacity within the APRN overarching competency areas and role domains including, but not limited to, 1) scientific foundation, 2) leadership, 3) quality, 4) practice inquiry, 5) technology and information literacy, 6) policy, 7) health delivery systems, 8) ethics, and 9) independent practice. NOTE: Learners are responsible for a total accumulation of 18 credits/810 contact hours of practicum experience throughout the entire program. The practicum courses are typically developed in one (1) credit hour/45 contact hour increments to allow for learner flexibility in scheduling and completing the required program practicum hours.

MSN 626 Advanced Family Health in Primary Care Settings Practicum 17

Delivery Modality: Distance education and practicum experiences
 Semester Credits: 1
 Contact Hours: 45 (Online Didactic)
 Outside Preparation: The learner will complete a total of 45 practicum hours in this course.
 Prerequisites: MSN 580, MSN 582, MSN 584, MSN 586, MSN 588, MSN 590
 Requisites: MSN 594, MSN 600, MSN 604, MSN 608
 Description: This one (1) credit hour supervised practicum experience will provide the learner with an opportunity to synthesize and apply advanced practice nursing skills and knowledge regarding the assessment, diagnosis, and management of care among children, adolescents, pregnant women, adults, and older adults in primary care settings. Learners will function under the mentorship of course faculty and work in collaboration with qualified preceptors. In addition, the learner will build academic and clinical advanced practice nursing capacity within the APRN overarching competency areas and role domains including, but not limited to, 1) scientific foundation, 2) leadership, 3) quality, 4) practice inquiry, 5) technology and information literacy, 6) policy, 7) health delivery systems, 8) ethics, and 9) independent practice. NOTE: Learners are responsible for a total accumulation of 18 credits/810 contact hours of practicum experience throughout the entire program. The practicum courses are typically developed in one (1) credit hour/45 contact hour increments to allow for learner flexibility in scheduling and completing the required program practicum hours.

MSN 627 Advanced Family Health in Primary Care Settings Practicum 18

Delivery Modality: Distance education and practicum experiences
 Semester Credits: 1
 Contact Hours: 45 (Online Didactic)
 Outside Preparation: The learner will complete a total of 45 practicum hours in this course.
 Prerequisites: MSN 580, MSN 582, MSN 584, MSN 586, MSN 588, MSN 590
 Requisites: MSN 594, MSN 600, MSN 604, MSN 608
 Description: This one (1) credit hour supervised practicum experience will provide the learner with an opportunity to synthesize and apply advanced practice nursing skills and knowledge regarding the assessment, diagnosis, and

management of care among children, adolescents, pregnant women, adults, and older adults in primary care settings. Learners will function under the mentorship of course faculty and work in collaboration with qualified preceptors. In addition, the learner will build academic and clinical advanced practice nursing capacity within the APRN overarching competency areas and role domains including, but not limited to, 1) scientific foundation, 2) leadership, 3) quality, 4) practice inquiry, 5) technology and information literacy, 6) policy, 7) health delivery systems, 8) ethics, and 9) independent practice. NOTE: Learners are responsible for a total accumulation of 18 credits/810 contact hours of practicum experience throughout the entire program. The practicum courses are typically developed in one (1) credit hour/45 contact hour increments to allow for learner flexibility in scheduling and completing the required program practicum hours.



Officers, Management, Faculty,
and Staff

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/officers-management-faculty-and-staff/>

Leadership & Executives		
Shneyder, Mikhail	Chief Executive Officer	Master of Business Administration; University of California, Berkeley, CA
Olsen, Jeffrey	President, Nightingale College	Doctor of Philosophy in Instructional Technology and Learning Sciences; Utah State University, Logan, UT
Tanner, Jonathan K.	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; Western Governors University, Salt Lake City, UT
Reece, Jeana R.	Chief Enrollment Management Officer	Bachelor of Science in Health Care Administration; Idaho State University, Pocatello, ID
Ahmed, Stephanie	President, Nightingale Solutions	Doctor of Nursing Practice; MGH Institute of Health Professions, Boston, MA
Owens, Kendra J.	Vice President, Accounting and Finance	Master of Business Administration; Weber State University, Ogden, UT
Johnson, Diane	Vice President, Learner Experience & Provost	Doctor of Philosophy in Education, Curriculum & Instruction; Utah State University, Logan, UT
Asman, Tyler	Vice President, Operational Effectiveness	Master of Social Work; University of Houston, Houston, TX
Kolde, Juliet	Vice President, Nightingale Innovations	Doctor of Philosophy in Nursing Education and Administration; William Carey University, Hattiesburg, MS
Sorensen, Mickael	Senior Director, Collaborator Experience	Master Of Business Administration; University of Utah, Salt Lake City, UT
Skipps, Nina	Senior Manager Executive, Governance and Operations	
Marston, Scott	Senior Manager, Legal and Compliance	Juris Doctor; Cecil C. Humphreys School of Law, Memphis, TN
McDaniel, Tameka	Interim Director, Nursing Education Services	Doctor of Nursing Practice in Health Systems Leadership; Chamberlain University, Downers Grove, IL
Budd, Matthew	Chief Information Officer	
Academic and Innovative Technology		
Evans, Alexander	Academic Technology Services, Learning Management System Specialist	Associate of Science in Mathematics; Salt Lake Community College, Salt Lake City, UT

Weyland, Ryan	Academic Technology Services, Learning Management System Coordinator	
Wilson, Kurtis	Academic Technology Services, Learning Management System Coordinator	Associate of Computer Science; Stevens-Henager College, Salt Lake City, UT
Christensen, Grey	Director, Academic and Innovative Technology	Associate of Science in Information Technology; Bridgerland Technical College, Logan, UT
Richmond, Corbin	Specialist I, Academic and Innovative Technology	Associate of Applied Science in Fire Service; Bates Technical College, Tacoma, WA
Toole, Katelynn	Specialist I, Academic and Innovative Technology	Bachelor of Arts in Communication; University of California, Davis, CA
Mclay, Couper	Specialist I, Academic and Innovative Technology	Bachelor of Science in Computer and Information Systems; Chestnut Hill College, Philadelphia, PA
Russell, Tyler	Specialist II, Academic and Innovative Technology	
Cruz, Gerard	Specialist III, Academic and Innovative Technology	Bachelor of Science in Information Technology; Purdue University Global, Chicago, IL
Academic Management Services		
Holmes, Vanessa	Administrative Assistant, Learner Experience	Master of Arts in History of Art and Archeology of East Asia; University of London, London, England
Johnson, Diane	Vice President, Learner Experience & Provost	Doctor of Philosophy in Education, Curriculum & Instruction; Utah State University, Logan, UT
Academic Operations		
Tueller, Laurie	Area Development Manager	
Ackerman, John	Assistant Manager, Clinical Nursing Facilities	Master of Business Administration; Idaho State University, Pocatello, ID
Sheppard, Margaret	Director, Academic Operations	Master of Business Administration; Western Governors University, Salt Lake City, UT
Miller, Elizabeth	Manager, Credentialing	Master of Science in Library and Information Systems; Dominican Univeristy, Chicago, IL
Johnson, Erica	Manager, Experiential Learning Placements	
Peterson, Robert	Regional Manager	Master of Business Administration; University of Phoenix, Phoenix, AZ
Zuber Jr., Stanley	Regional Manager	Associate in Health Science; Luzerne County Community, Nanticoke, PA
Dazley, Jennifer	Regional Manager	Bachelor of Arts in Theology; University of Sedona, Sedona, AZ

Rose, Niqole	Specialist I, Credentialing	Associate of Science in Management; Colorado Technical University, Colorado Springs, CO
Terry, Andrea	Specialist I, Experiential Learning Placement	Associate of General Education; Snow College, Ephraim, UT
Hayes, Elizabeth	Specialist I, Experiential Learning Placement	
Jackson, Chelsea	Specialist II, Credentialing	
Larson, Curtis	Specialist II, Credentialing	Bachelor of Science in Business and Communication; Utah State University, Logan, UT
Bray, Rebecca	Specialist II, Experiential Learning Placements	
Brown, Kimberly	Specialist II, Experiential Learning Placements	Bachelor of Science in Business and Marketing; University of Kentucky, Lexington, KY
Teasley, Jordan	Specialist II, Experiential Learning Placements	Bachelor of Science in Psychology; University of Phoenix, Phoenix, AZ
Walker, Jessica	Specialist II, Experiential Learning Placements	
Jenkins, Lakeshia	Specialist II, Experiential Learning Placements	Bachelor of Science in Business Administration; Radford University, Radford, VA
Monasmith, Riley	Specialist II, Experiential Learning Placements	
Hill, Karissa	Specialist III, Experiential Learning Placements	
Duke, Kyra	Specialist III, Experiential Learning Placements	
Admissions		
Mitchell, Jared	Admissions Advisor	Master of Divinity; Shepherds Theological Seminary, Cary, NC
Rasmussen, Lisa	Admissions Advisor	Bachelor of Health Promotion & Human Performance; Weber State University, Ogden, UT
Celestine-Tyler Jr., Lamont	Admissions Advisor	Bachelor of Science in Psychology; University of Phoenix, Ontario, CA
Cardona, Melisse	Admissions Advisor	Bachelor of Art in Business Administration; Universidad Interamerican, San Juan, PR
Brown, Lena	Admissions Advisor	Bachelor of Science in Business Management; Touro College, New York, NY
Meyer, Nathaniel	Admissions Advisor	Bachelor of Science in Health Promotion; Purdue University, West Lafayette, IN

Davis, Shaneika	Admissions Advisor	Bachelor of Science in Criminal Justice; University of Phoenix, Phoenix, AZ
Doss, Crystal	Admissions Advisor	Master of Science In Agricultural Science; Tennessee State University, Nashville, TN
Bishop, Shelly	Admissions Advisor	Bachelor of Science in Psychology; Liberty University, Lynchburg, VA
Hayes, Calvin	Admissions Advisor	Bachelor of Science in Organizational Communication; Middle Tennessee State University, Murfreesboro, TN
Rooney, Jennifer	Admissions Advisor	
Alleman, Andrea	Admissions Advisor	
Stewart, Julia	Admissions Advisor	Master of Business Administration in Marketing; South College, Knoxville, TN
Debarros, Corey	Admissions Advisor	Bachelor of Arts in Communication; University of Massachusetts, Amherst, MA
Billingslea, Burrell	Admissions Advisor	Master of Divinity; Morehouse School of Religion, Atlanta, GA
Plunkett, Heidi	Admissions Advisor	Master of Arts in Teaching; Rockford College, Rockford, IL
Boampong, Antwi	Admissions Advisor	Bachelor of Arts in Business Management; Coppin State University, Baltimore, MD
Rodriguez, Maria	Admissions Advisor	Associate of Science in Nursing; Broward College, Weston, FL
Sawyer, Brittany	Admissions Advisor	Bachelor of Science in Social Work; University of Tennessee, Knoxville, TN
Davis, Blanca	Admissions Advisor	
Hernandez, Brittany	Admissions Advisor	Bachelor of Science in Psychology; University of Texas, El Paso, TX
Miller, Robin	Admissions Advisor	Associate of Applied Science in Human Services; Greenville Technical College, Greenville, SC
Alexander, Adriane	Admissions Advisor	
Hornsby, Ralph	Admissions Advisor	Bachelor of Applied Science in Resource & Technology; Troy University, Troy, AL
Jackson, Tabitha	Admissions Advisor	Associate of Arts in Criminal Justice; University of Phoenix, Phoenix, AZ
Reid, Shannon	Admissions Advisor	Bachelor of Science in Human Resource Management; DeVry University, Columbus, OH
Smith, Jasmine	Admissions Advisor	

Vernimmen, Natasha	Admissions Advisor	Associate of Business Administration; American InterContinental University, Schaumburg, IL
Campbell, Marie	Admissions Advisor	Master of Arts in American Studies; University of Wyoming, Laramie WY
Mendoza, Laura	Admissions Advisor	
Sands, William	Admissions Advisor	Bachelor of Art in French; McDaniel College, Westminster, MD
Moyle, Nancy	Admissions Advisor	Bachelor of Science in Family and Human Development; Utah State University, Logan, UT
Olinger, Athena	Admissions Advisor	
Locklin, April	Admissions Advisor	Associate of Science in Business Administration; Colorado Technical University, Colorado Springs, CO
Cantwell, Jennifer	Assistant Manager, Admissions	Associate of Science in General Studies; Weber State University, Ogden, UT
Smith, Emily	Coordinator, Admissions Processing	Bachelor of Science in Humanities; University of Utah, Salt Lake City, UT
Heywood-Gierhart, Trishalana	Coordinator, Admissions Processing	Associate of Science in Human Service; Rasmussen College, Lake Elmo, MN
Clemmens, Kerry	Coordinator, Admissions Processing	Bachelor of Science in Secondary English Education; Georgia Southern University, Statesboro, GA
Fagan, Esther	Coordinator, Admissions Processing	
Figurski, Dana	Coordinator, Admissions Processing	Bachelor of Science in Integrated Science; Western Michigan University, Kalamazoo, MI
Shrewsbury, Charles	Coordinator, Admissions Processing	
Wilcox, Maigan	Coordinator, Admissions Processing	
Alvarez, Elizabeth	Coordinator, Admissions Testing	Bachelor of Computer Science; Compton Community College, Compton, CA
Packer, Madison	Coordinator, Admissions Testing	Bachelor of Arts in English; Utah Valley University, Orem, UT
Sherbert, Kate	Coordinator, Admissions Testing	Bachelor of Science in Communications; Dixie State University, St. George, UT
Martinez, Mickael	Coordinator, Admissions Testing	Bachelor of Fine Arts in Musical Theatre; University of Utah, Salt Lake City, UT
Jackson, Crystal	Coordinator, Admissions Testing	Bachelor of Science in Business; University of Phoenix, Phoenix, AZ
Smircic, Cassandra	Coordinator, Admissions Testing	Master of Arts; Concordia University, Portland, OR

Emery, Leanne	Coordinator, Admissions Testing	Associate of General Studies; Pasco-Hernando State College, Dade City, FL
Loch, Abigail	Coordinator, Admissions Testing	
Mcvey, Stacie	Director, Admissions	
Bush, Andrea	Manager, Admissions	
Dials, Katherine	Manager, Admissions Processing	Bachelor of Arts in Social Science; University of Wyoming, Laramie, WY
Clark, Travis	Manager, Admissions Testing	Associate of Art; Dixie State University, St. George, UT
Christlieb, Rebecca	Manager, Admissions Training	Master of Business Administration in Human Resource Management; University of Phoenix, Tempe, AZ
Bounajem, Michelle	Receptionist, Admissions	Master of Science in Instructional Design; University of Utah, Salt Lake City, UT
Murphy, Michelle	Receptionist, Admissions	Associate of Arts in Journalism; Joliet Junior College, Joliet, IL
Eggertsen, Melissa	Senior Admissions Advisor	Bachelor of Arts in English; Weber State University, Ogden, UT
Hyer, Dustin	Senior Admissions Advisor	Bachelor of Science in Political Science; University of Utah, Salt Lake City, UT
Weaver, Russell	Senior Admissions Advisor	Master of Science in Management and Leadership; Western Governors University, Salt Lake City, UT
Rowley, Madeleine	Senior Admissions Advisor	Bachelor of Science in Sociology; Weber State University, Ogden, UT
Jackson, Valerie	Senior Admissions Advisor	Bachelor of Arts in Healthcare Administration; Ashford University, San Diego, CA
Sumner, Jennifer	Senior Admissions Advisor	
Race, Morgan	Senior Admissions Advisor	
Whitney, Samuel	Senior Admissions Advisor	
Smith, Brenda	Senior Coordinator, Admissions Processing	Master of Science in Education and Professional Counseling; University of Wisconsin Oshkosh, Oshkosh, WI
Thomas, Steviana	Senior Coordinator, Admissions Processing	Bachelor of Science in Business Administration; Mississippi College, Clinton, MS
Pollard, Paige	Senior Coordinator, Admissions Processing	Master of Science in Industrial & Organization; Capella University, Minneapolis, MN
Phengphong, Soumaly	Senior Coordinator, Admissions Testing	Bachelor of Science in Social Work; Utah Valley University, Orem, UT
Cote, Tara	Supervisor, Admissions	Associate of Criminal Justice; Eagle Gate College, Layton, UT

Fox, Hannah	Supervisor, Admissions	Master of Business Administration; Strayer University, Washington, DC
Mayberry, Brandi	Supervisor, Admissions	
Lewis, Jasmine	Supervisor, Admissions	Bachelor of Science in Communication; Southern Utah University, Cedar City, UT
Allen, Raymond	Supervisor, Admissions	Associate of Warehousing; Henry Ford Community College, Dearborn, MI
Stanley, Michelle	Supervisor, Admissions	Salt Lake Community College, Salt Lake City, UT
Southards, Sasha	Supervisor, Admissions	Bachelor of Science in Communication Studies; Belmont University, Nashville, TN
Nelson, Sarah	Supervisor, Admissions Processing	Bachelor of Science in Horticulture; Brigham Young University, Rexburg, ID
Jackson, Chassidy	Supervisor, Admissions Reception	
Lin, Samson	Supervisor, Admissions Testing	Master of Arts in Political Science; The Johns Hopkins University, Baltimore, MD
Bursar		
Meyers, Chelsea	Assistant Bursar	Bachelor in Business Administration; Indiana University, Indianapolis, IN
Navarro, Angelina	Associate Bursar	Bachelor of Science in Accounting; Grand Canyon University, Phoenix, AZ
Simon, Sanjoy	Associate Bursar	Master of Business Administration; Nova Southeastern University, Davie, FL
Richardson, Latasha	Associate Bursar	Bachelor of Science in Criminal Justice; Ferris State University, Big Rapids, MI
Malerbi, Jack	Associate Bursar	Associate of Science in Business Administration; Sierra College, Rocklin, CA
Petersen, Thais	Associate Bursar	Bachelor of Science in Entrepreneurship & Management; Bernard Baruch College, New York, NY
Laughing, Jaime	Associate Bursar	Associate of Science in Accounting & Finance Support; Oklahoma City Community College, Oklahoma City, OK
Doering, Cassandra	Associate II, Bursar	
Racke, Jennifer	Associate II, Bursar	
Reed, Tashena	Director, Bursar	Bachelor of Science in Business Management; University of Phoenix, Phoenix, AZ
Collaborator Experience		

Mota, Susana	Business Partner, CX	Master of Education in Early Childhood Educat; Northern Arizona University, Flagstaff, AZ
Murphy, Jennifer	Business Partner, CX	Bachelor of Applied Arts; University of North Texas, Denton, TX
Parker, Rikki	Manager, Compensation	
Wood, Alaina	Manager, Wellevate!	Associate of Science in Health Science; University of the People, Pasadena, CA
Dipaola, Marissa	Senior Manager, Collaborator Experience Operations	Master of Business Administration; Western Governors University, Salt Lake City, UT
Gaines, Lily	Specialist, Collaborator Experience	Bachelor of Art in Communication; University of Tennessee at Chattanooga , Chattanooga, TN
Mann, Norman	Specialist, Collaborator Experience	Bachelor of Business Administration; Georgia State University, Lilburn, GA
Titus, Brian	Talent Acquisition Recruiter	
Askew, Tenika	Talent Acquisition Recruiter	Bachelor of Science in Business Administration; Southern New Hampshire University, Manchester, NH
Thomson, Derek	Talent Acquisition Senior Manager	Master of Business Administration; Utah State University, Logan, UT
Dawson, Stacy	Talent Acquisition Senior Recruiter	Bachelor of Science in Healthcare Management; Missouri College, St. Louis, MO
Waters, Stephanie	Talent Acquisition Sourcing Specialist	Bachelor of Science in Human Resource Management; Strayer University, Herndon, VA
Fairbanks, Trevor	Talent Acquisition, Recruiter	Bachelor of Science in Business Management; Utah Valley University, Orem, UT
Black, Tarah	Talent Management Systems Senior Manager	Bachelor of Science in Business; Utah State University, Logan, UT
Communications		
Kochinke, Vanessa	Communications and PR Specialist	Bachelor of Science in Journalism and Mass Communication; Kansas State University, Manhattan, KS
Cortez, Nina	Communications Coordinator	Bachelor of Arts in Electronic Media and Communications; Texas Tech University, Lubbock, TX
Michael, Shannon	Communications Director	
Astin, Kaylie	Specialist, Communications	Master of Professional Communications; Weber State University, Ogden, UT
Compliance		

Morris, Jennifer	Director, FSA Program Compliance	Bachelor of Science in Business Management; Western Governors University, Salt Lake City, UT
Gordon, Kim	Manager, Compliance	Bachelor of Science in Guidance and Counseling; District of Columbia Teachers College, Washington, DC
Muhammad, Alice	Ombudsman	Master of Health Administration; University of St. Francis, Joliet, IL
Ouren, Rebecca	Specialist III, Compliance	Bachelor of Science in Psychology; Westminster College, Salt Lake City, UT
Faculty Development		
Grant, Krystle	Assistant Manager, Faculty Development	Associate of Science in Criminal Justice; Dixie State University, St. George, UT
Raines, Anastasia	Coordinator, Faculty Development	Bachelor of Arts in Healthcare Administration; Strayer University, Columbia, SC
Hawkins, Riley	Coordinator, Faculty Development	Bachelor of Arts in Religious Studies; University of Florida, Gainesville, FL
Davis, Courtney	Manager, Faculty & Curriculum Development	Master of Business Administration; Western Governors University, Nashville, TN
Finance		
Clarke, Andrew	Analyst, Model Builder	Bachelor of Business Administration; Utah Valley University, Orem, UT
Conner, Lisa	Assistant Controller	Associate in General Business; Rio Salado College, Tempe, AZ
Galbreth, Mitchell	Staff Accountant	Bachelor of Business Administration in Accounting; Boise State University, Boise, ID
Wilson, Lane	Staff Accountant	Bachelor of Science in Accounting; Nicholls State University, Thibodaux, LA
Owens, Kendra	Vice President, Accounting and Finance	Master of Business Administration; Weber State University, Ogden, UT
Funding Management		
Schmitt, Crystal	Director, Funding Management	Associate of Business Administration; Glendale Community College, Glendale, CA
Scannell, Emma	Specialist I, Funding Management	Bachelor of Arts in Dance Performance and Choreography; Hope College, Holland, MI
Smith, Madison	Specialist I, Funding Management	Bachelor of Science in Exercise Sports Science; Weber State University, Ogden, UT

Chang, Jazmin	Specialist I, Funding Management	Bachelor of Business Administration; Independence University, West Haven, UT
Owens, Stacy	Specialist I, Funding Management	Associate of Science in Accounting; Salt Lake Community College, Salt Lake City, UT
Stewart, Cynthia	Specialist I, Funding Management	Bachelor of Business Administration; University of Arkansas Grantham, Lexon, KS
Velasco, Salvador	Specialist III, Funding Management	
General Education		
Hawkins, Heather	Assistant Professor, General Education	Doctor of Medical Dentist; Nova Southeastern University, Ft. Lauderdale, FL
Nowers, Holly	Assistant Professor, General Education	Master of Arts in Math Education; Western Governors University, Salt Lake City, UT
Henrickson, Celeste	Assistant Professor, General Education	Doctor of Philosophy in Anthropology; University of California, Berkeley, CA
Sponseller, Beth	Assistant Professor, General Education	Master of Science in Nutrition in Education; Rosalind Franklin University, Chicago, IL
Gage, Wyatt	Assistant Professor, General Education	Master of Arts in Healthcare Administration; Ashford University, San Diego, CA
Wyckoff, Nathan	Assistant Professor, General Education	Master of Fine Arts in Fiction; Southern New Hampshire University, Manchester, NH
Christensen, Malinda	Assistant Professor, General Education	Master of Science in Physician Assistant Studies; Idaho State University, Pocatello, ID
Felker, Lindsay	Assistant Professor, General Education	Doctor of Nursing Practice; University of Utah, Salt Lake City, UT
Walton, Julie	Assistant Professor, General Education	Doctor of Pharmacy; University of Southern CA, Los Angeles, CA
Pruyne, Jeffrey	Assistant Professor, General Education	Master of Education in Counseling and Psychotherapy; Notre Dame College, Manchester, NH
Eyster, Tamara	Assistant Professor, General Education	Doctor of Education in Education Technology; Northcentral University, Scottsdale, AZ
Thompson, Brent	Assistant Professor, General Education	Master of Health Leadership; Western Governors University, Salt Lake City, UT
Migel, Zach	Assistant Professor, General Education	Master of Physician Assistant; Idaho State University, Pocatello ID

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
Dearmon, Anne	Assistant Professor, General Education	Master of Arts in Mathematics Education; Western Governors University, Salt Lake City, UT
Jacobson, Jacqueline	Assistant Professor, General Education	Master of Science in Mathematical Science; Florida International University, Miami, FL
Michas, Stephen	Assistant Professor, General Education	Doctor of Philosophy in Psychology; Capella University, Minneapolis, MN
Jory, Justin	Assistant Professor, General Education	Master of Arts in English Writing; Colorado State University, Fort Collins, CO
Reidenbach, Amy	Assistant Professor, General Education	Master of Science in Human Nutrition; Eastern Michigan University, Ypsilanti, MI
Goff, Kamri	Assistant Professor, General Education	Master of Arts in British Literature; Weber State University, Ogden, UT
Torres-Roman, Julissa	Assistant Professor, General Education	Master of Science in Biology; Montclair State University, Montclair, NJ
Minter, Genevieve	Assistant Professor, General Education	Doctor of Philosophy in Sociology; University of Nevada, Las Vegas, NV
Williams, Sandra	Assistant Professor, General Education	Master of Arts in Communication; Marist College, Poughkeepsie, NY
Tukufu, Darryl	Assistant Professor, General Education	Doctor of Philosophy in Sociology; University of Akron, Akron, OH
Porter, Olivia	Assistant Professor, General Education	Master of Arts in Liberal Studies; Hamline University, St. Paul, MN
Beck, Kimberly	Assistant Professor, General Education	Master of Education; Utah State University, Logan, UT
Davis, Stalynn	Assistant Professor, General Education	Master of Arts in History; University of Illinois, Springfield, Springfield, IL
Yates, Heidi	Assistant Professor, General Education	Master of Arts in English Language; Brigham Young University, Provo, UT
Flores, Helena	Assistant Professor, General Education	Master of Nursing; Liberty University, Lynchburg, VA
Burton, Shannon	Assistant Professor, General Education	Doctor of Philosophy in Education; Capella University, Minneapolis, MN
Williams, Angenita	Assistant Professor, General Education	Master of Arts in English; Purdue University, Indianapolis, IN
Krings, Tyler	Assistant Professor, General Education	Doctor of Physical Therapy; Western Carolina University, Cullowhee, NC
Bunnell, Shanna	Assistant Professor, General Education	Master of Science in Nutrition; University of Utah, Salt Lake City, UT

Anako, Chinenye	Assistant Professor, General Education	Doctor of Medicine; University of Arizona, Tucson, AZ
Crawley, Debra	Assistant Professor, General Education	Master of Science in Nursing; Western Governors University, Salt Lake City, UT
Ruffin, Jennifer	Assistant Professor, General Education	Doctor of Nursing Practice; University of Arizona, Tucson, AZ
Beasley, Kenneth	Assistant Professor, General Education	Master of Science in Secondary Mathematics; University of Alabama, Tuscaloosa, AL
Solomon, Benjamin	Assistant Professor, General Education	Master of Fine Arts in Creative Writing; Georgia State University, Atlanta, GA
Moss, Benjamin	Assistant Professor, General Education	Master of Arts in Philosophy of Mind; State University of New York, Albany, NY
Headley Johnson, Sely-Ann	Assistant Professor, General Education	Doctor of Philosophy in Health Education; University of Toledo, Toledo, OH
Commander, Joshua	Assistant Professor, General Education	Master of Arts in Humanities & English; California State University, Northridge, CA
Kolyer, Glenn	Assistant Professor, General Education	Master of Science in English and Secondary Education; City University, Queens, NY
Dukes, Nicole	Assistant Professor, General Education	Doctor of Philosophy in Education; Georgia State University, Atlanta, GA
Puniwai, Justin	Assistant Professor, General Education	Master of Arts in Philosophy; San Francisco State University, San Francisco, CA
Catt, Scott	Assistant Professor, General Education	Master of Arts in Education and Organization; University of College London, London, England
Murray, Leah	Assistant Professor, General Education	Master of Science in Applied Statistics; Rochester Institute of Technology, Rochester, NY
St Jeor, Debra	Assistant Professor, General Education	Master of Arts in English and Creative Writing; Southern New Hampshire University, Manchester, NH
Thompson, Chip	Assistant Professor, General Education	Master of Science in Nursing; University of South Alabama, Mobile, AL
Kirk, Jocelyn	Assistant Professor, General Education	Doctor of Nursing Practice in Executive Leadership; Johns Hopkins University, Baltimore, MD
Hannahs, Carol	Assistant Professor, General Education	Doctor of Philosophy in Computer Science; University of Kentucky, Lexington, KY

Preizer, Alan	Director, General Education	Doctor of Philosophy in Organizational Behavior; Trident University, Cypress, CA
Manoa, Denelle	Faculty Supervisor, General Education	Master of Science in Psychology; Capella University, Minneapolis, MN
Scholz, Katherine	Faculty Supervisor, General Education	Master of Education; University of Utah, Salt Lake City, UT
Bradley, Stephen	Faculty Supervisor, General Education	Doctor of Philosophy in Microbiology and Biochemistry; University of Idaho, Moscow, ID
Phillips, Kaydee	Faculty Supervisor, General Education	Master of Science in American Studies; Utah State University, Logan, UT
Hanridge, Amy	Faculty Supervisor, General Education	Master of Fine Arts in Writing; Spalding University, Louisville, KY
Webster-Dahl, Lori	Faculty Supervisor, General Education	Doctor of Physical Therapy; Simmons University, Boston, MA
Governance & Operations Support		
Tincher, Kylee	Administrative Assistant, College Operations Support	Master of Arts in Teaching; University of the Cumberlands, Williamsburg, KY
Barlow, Kalie	College Operations Support Coordinator	
Mora, Samantha	College Operations Support Coordinator	Bachelor of Science in Communication; University of Utah, Salt Lake City, UT
Fiso, Vaianna	College Operations Support Receptionist	
Skipps, Nina	Senior Manager Executive, Governance and Operations	
Government Funding Management		
Mccormick, Noemi	Director, Government Funding Programs	Bachelor of Science in Business Administration; University of Maryland University College, Adelphi, MD
Hansen, Kateryna	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 Science in Accounting; SUNY Old Westbury, Old Westbury, NY
Kemp, Heather	Processor, Government Funding Programs	
Bates, Hannah	Processor, Government Funding Programs	Bachelor of Arts; Southern New Hampshire University, Manchester, NH
Ragan, Miranda	Processor, Government Funding Programs	Bachelor of Science in Psychology; University of Idaho, Moscow, ID
Green, Destany	Processor, Government Funding Programs	Bachelor of Arts in Pre-Law; Georgia State University, Atlanta, GA

Cisneros, Juliana	Processor, Government Funding Programs	
Stutts, Meredith	Processor, Government Funding Programs	Bachelor of Arts in Communications; University of North Carolina, Charlotte, NC
Valentine, Lateefah	Processor, Government Funding Programs	Master of Science in College Student Personnel Services; Arkansas State University, Jonesboro, AR
Lane, Carissa	Processor, Government Funding Programs	
Sarratt, Nicole	Processor, Government Funding Programs	Associate of Science in Information Technology; National American University, Rapid City, SD
Ferreira, Maygan	Processor, Government Funding Programs	Bachelor of Science in Psychology; San Diego State University, San Diego, CA
Martinez, Shalimar	Processor, Government Funding Programs	Bachelor of Arts in Merchandising Management; International Academy of Design and Technology, Chicago, IL
Cushing, Amanda	Processor, Government Funding Programs	Bachelor of Arts in Religion and Global Studies; Liberty University, Lynchburg, VA
Jemes, Danella	Processor, Government Funding Programs	
Erbentraut, Weston	Processor, Government Funding Programs	
Daubert, Markus	Processor, Government Funding Programs	Master of Arts in Executive Leadership; Liberty University, Lynchburg, VA
Lee, Kate	Processor, Government Funding Programs	Master of Science in Accounting; Benedictine University, Lisle, IL
Lytle, Kathryn	Processor, Government Funding Programs	Bachelor of Science in General Studies; Lewis-Clark State College, Lewiston, ID
Isabel, Deanna	Processor, Government Funding Programs	Bachelor of Science in Business Administration; Johnson & Wales University, Providence, RI
Nazario, Marissa	Senior Processor, Government Funding Programs	Bachelor of Fine Arts; University of South Florida, Tampa, FL
Juarez, Alessandra	Supervisor, Government Funding Programs	Associate of Science in Office Management; Eagle Gate College, Murray, UT
Smith, Christy	Supervisor, Government Funding Programs	
Dorris, Rebekah	Supervisor, Government Funding Programs	Associate of Art in Graphic Design; Herzing University, Madison, WI
Larrea, Melissa	Supervisor, Government Funding Programs	Bachelor of Arts in Business Administration; Briar Cliff University, Bethpage, NY
Grant Management Services		

Shoemaker, Katelyn	Grant Director	Bachelor of Liberal Arts in Anthropology; Bloomsburg University of PA, Bloomsburg, PA
Information Services		
Shepard, Ashley	Academic Technology Services, Learning Management System Coordinator	Bachelor of Science in Psychology; Southern University, Baton Rouge, LA
Segosebe, Thatoyaone	Analyst, Model Builder	Bachelor of Science in Information Systems; University of Texas, San Antonio, TX
Crane, Tenace	Data Engineer, Information Systems	
Dike, Vanessa	Project Manager, Information Systems	Master of Business Administration; Florida International University, Miami, FL
Harris, Ladonna	System Analyst, Information Systems	
Information Technology		
Ford, Isaiah	Administrator, Information Technology Systems	Bachelor of Science in Information Technology; University of Phoenix, Taylorsville, UT
Reed, Steven	Administrator, Student Systems Engineer	
Rogers, David	Information Technology Coordinator	
Koopmeiners, David	Information Technology Coordinator	
Wicklund, Jason	Information Technology Manager	Bachelor of Science in Computer Science; University of Phoenix, Phoenix, AZ
Fyffe, Nathan	Microsoft Systems Engineer	
Randall, Jared	Supervisor, Information Technology	
Institutional Analytics & Effectiveness		
Simonsen, Brandon	Data Scientist	Bachelor of Science in Statistics; Utah Valley University, Orem, UT
Brown, Casey	Manager, Analytics	Master of Information Systems; University of Utah, Salt Lake City, UT
Johnson, Zachary	Research Analyst	Bachelor of Science in Biology; Lake Superior State University, Sault Ste. Marie, MI
Mulamba, Isaac	Research Analyst	Master of Science in Exploration Geophysics; Penn State University, Centre County, PA
Lore, Valentina	Research Analyst	Master of Science in Data Analytics; Southern New Hampshire University, Manchester, NH
Learner Experience Management		
Mahlberg, Raye	Assistant Vice President, Learner Experience	Doctor of Philosophy in Education; Capella University, Minneapolis, MN
Gnehm, Kennedy	Coordinator, NCLEX Success	

Bowman, Shelley	Instructor, Math Lab	Bachelor of Science In Math & Music Education; Brigham Young University, Provo, UT
Welker, Catherine	Librarian	Master of Library & Information Science; Emporia State University, Emporia, KS
Wainwright, Jessica	Navigator, Learner Support Services	Associate of Science; Snow College, Ephraim, UT
Cummins, Nathaniel	Navigator, Learner Support Services	
Sanders, Autumn	Navigator, Learner Support Services	Bachelor of Arts in Education; University of Oregon, Eugene, OR
Rey, Rosie	Senior Specialist, Writing Center	Bachelor of Science in International Business; Everest University, South Orlando, FL
Learner Funding Advisor		
Zoleto, Leslie	Advisor, Learner Funding	
Hastings, Shaliena	Advisor, Learner Funding	
Desalvo, Sara	Advisor, Learner Funding	Master of Arts in Public Relations; Full Sail University, Orlando, FL
Sierra, Jasmine	Advisor, Learner Funding	
Hatch, Stephanie	Advisor, Learner Funding	
Plummer, Kathleen	Advisor, Learner Funding	
Lovett, Misty	Advisor, Learner Funding	
Boisselle, Taylor	Advisor, Learner Funding	Bachelor of Arts in Sociology; Pacific Lutheran University, Tacoma, WA
Linton, Michelle	Advisor, Learner Funding	
Key, Jessica	Advisor, Learner Funding	Master of Arts in Career & Technical Education; University of South Florida, Tampa, FL
Baiotto, David	Advisor, Learner Funding	
Stark, Nicole	Advisor, Learner Funding	Bachelor of Arts in Business Administration; American InterContinental University, Schaumburg, IL
Leslie, Raquel	Advisor, Learner Funding	Associate of General Education; Henry Ford Community College, Dearborn, MI
Maturo, Jessica	Advisor, Learner Funding	Associate of Arts in Sociology; Becker College, Leicester, MA
Price, Leeanna	Advisor, Learner Funding	Bachelor of Science in Marketing; Tennessee Technological University, Cookeville, TN
Temple, Elani	Advisor, Learner Funding	Associate of Science in Accounting; Indiana Wesleyan University, Marion, IN
Bowden Naterpaul, Dawn	Advisor, Learner Funding	

Colombari, Chelsea	Director, Learner Funding	Associate of Science in Applied Accounting; University of Alaska Fairbanks, Fairbanks, AK
Morgan, Rochelle	Manager, Learner Funding	
Howe, Brandi	Receptionist, Learner Funding	
Keeno, Cynthia	Senior Advisor, Learner Funding	Bachelor of Science in Education; Brigham Young University, Provo, UT
Shaffer, Diane	Supervisor, Learner Funding	Bachelor of Arts in English; Brigham Young University, Provo, UT
Fortin, Alicia	Supervisor, Learner Funding	Bachelor of Education in Secondary Education; University of Vermont, Burlington, VT
Rodriguez, Patricia	Supervisor, Learner Funding	
Learner Support Services		
Hanlon, Samantha	Counselor, Learner Support Services	Master of Arts in Counseling; University of San Francisco, San Francisco, CA
Young, Spencer	Counselor, Learner Support Services	Bachelor of Arts in Psychology; Brigham Young University, Provo, UT
Meeks, Haydin	Counselor, Learner Support Services	Bachelor of Science in Behavioral Science; Utah Valley University, Orem, UT
Borelo, Chelsea	Counselor, Learner Support Services	Master of Science in Social and Organizational Psychology; University of Exeter, Exeter, England
Schmitt, Emily	Counselor, Learner Support Services	Master of Science and Leadership; Western Governors University, Salt Lake City, UT
Matthews, Amechia	Counselor, Learner Support Services	Master of Science in Counseling; Robert Morris University, Moon Township, PA
Johnson, Lynsi	Counselor, Learner Support Services	Master of Arts in Clinical Counseling; Hardin Simmons University, Abilene, TX
Do, Cathy	Counselor, Learner Support Services	Master of Arts in Consciousness and Transformative Studies; John F. Kennedy University, Pleasant Hill, CA
Cosner, Kimberley	Counselor, Learner Support Services	Master of Science in Education; Radford University, Radford, VA
Simmons, Laquodra	Counselor, Learner Support Services	Master of Science in Human Behavior; Capella University, Minneapolis, MN
Nielsen, Dina	Director, Learner Support Services	Doctor of Philosophy in Higher Education Leadership; University of Nevada Las Vegas, Las Vegas, NV
Lopez, David	Manager, Learner Support Services	Juris Doctor; Pennsylvania State University, Carlisle, PA

Bokish, Amanda	Manager, Learner Support Services	Master of Science in Leadership; Embry Riddle Aeronautical University, Daytona Beach, FL
Warner, Abigail	Senior Specialist, Math Lab	Master of Arts in Math Education; Western Governors University, Salt Lake City, UT
Miller, Ashley	Student Career Alumni Services Coordinator	Associate of Science in General Studies; Weber State University, Ogden, UT
Jones, Sarah	Supervisor , Learner Support Services	Bachelor of Science in Psychology; Southern Utah University, Cedar City, UT
Learning Design and Innovation		
Ramos, Jeanifer	Coordinator, Learning Resources	Master of Arts in Adult Education and Training; University of Phoenix, Phoenix, AZ
Jones-Pasley, Kristine	Director, Learning Design & Innovation	Doctor of Philosophy in Organization & Managem; Capella University, Minneapolis, MN
Young, Carson	Senior Specialist, Innovations	
Gabelmann, Kimberly	Specialist, Instructional Design	Master of Educational Technology; Boise State University, Boise, ID
Brinkley, Leaann	Specialist, Instructional Design	Master of Science in Nursing; Capella University, Minneapolis, MN
Holeton, Heather	Specialist, Instructional Design	Master of Science In Nursing; Clarkson College, Omaha, NE
Stewart, Piper	Specialist, Instructional Design	Bachlor of Science in Healthcare Management; Athens State University, Athens, AL
Jones, Amber	Specialist, Instructional Design	Master of Education in Educational Leadership; University of Texas, Arlington, TX
Ortiz, Lore	Specialist, Instructional Design	Bachelor of Education; Andres Bello Catholic University, Caracas, Venezuela
Flanigan, Rebecca	Specialist, Instructional Design	Master of Arts in Applied Sociology; Old Dominion University, Norfolk, VA
Jones, Megan	Specialist, Instructional Design	Master of Science in Computer Information Systems; Morehead State University, Morehead, KY
Morris, Desmond	Specialist, Instructional Design	Bachelor of Business Administration in Management; Dallas Baptist University, Dallas, TX
Yaros, Betsy	Specialist, Instructional Design	Master of Fine Arts in Art and Technology; Chicago, IL
Bausley, Kimberly	Supervisor, Curriculum & Continuing Education	Master of Science in Adult Education; Capella University, Dallas, TX

Santiago, Deysha	Supervisor, Curriculum & Continuing Education	Master of Business Administration; University of Phoenix, Phoenix, AZ
Legal		
Marston, Scott	Assistant Vice President, Legal & Compliance	Juris Doctor; Cecil C. Humphreys School of Law, Memphis, TN
Hansen, Reagan	State Authorization Specialist	Bachelor of Arts in Political Science; University of Iowa, Iowa City, IA
Marketing		
Turpin, Siera	Event Marketing Specialist	Bachelor of Science in Communications; Utah Valley University, Orem, UT
Mendenhall, Kim-Thuy	Health Care Marketing Specialist	Associate of Science in Graphic Communications; Salt Lake Community College, Salt Lake City, UT
Rosser, Jordan	Marketing Conversion Specialist	Bachelor of Science in Marketing; University of Utah, Salt Lake City, UT
Krok, Allison	Marketing Coordinator	Bachelor of Arts in Communication and Journalism; University of Utah, Salt Lake City, UT
Koulianos, Christopher	Marketing Creative Specialist	Bachelor of Fine Arts; Colorado State University, Fort Collins, CO
Bentz, Richard	Marketing Director	Bachelor of Science in Marketing and Finance; University of Utah, Salt Lake City, UT
Coughran, Ben	Social Media Specialist	
Nightingale Network		
Halladay, Blake	Director, Nightingale Network	Associate of Science in Nursing; Nightingale College, Ogden, UT
Creer, Nathan	Director, Solutions Operations	Doctor of Management in Healthcare Management; Colorado Technical University, Colorado Springs, CO
Brown, Kyle	Director, Workforce Development	Bachelor of Science in Business Administration; Utah State University, Logan, UT
Ahmed, Stephanie	President, Nightingale Solutions	Doctor of Nursing Practice; MGH Institute of Health Professions, Boston, MA
Davis, Breann	Senior Specialist, Event Management	
Fecowicz, Bonnie	Vice President, Nightingale Solutions	Master of Science in Nursing; Southern New Hampshire University, Dover, NH
Nursing Education		
Schaaf, Danielle	Assistant Professor	Doctor of Nursing Practice; University of South Alabama, Mobile, AL
Halladay, Denise	Clinical Nurse Instructor EL	Master of Nursing in Education; Western Governor, Salt Lake City, UT

Christianson, Jared	Clinical Nurse Instructor EL	Master of Science in Nursing; University of Southern Indiana, Evansville, IN
Stanford, Mendy	Clinical Nurse Instructor EL	Doctor of Nursing Practice; Grand Canyon University, Phoenix, AZ
Cabantog, Lyndollyn	Clinical Nurse Instructor EL	Doctor of Philosophy in Education; Capella University, Minneapolis, MN
Stonehouse, Wendy	Clinical Nurse Instructor EL	Master of Science in Nursing; Waynesburg University, Waynesburg, PA
Serratore, Reiji	Clinical Nurse Instructor EL	Master of Science in Nursing; Grand Canyon University, Phoenix, AZ
Abraham, Dexter	Clinical Nurse Instructor EL	Master of Arts in Nursing Administration; St. Bernadette of Lourdes, Quezon City, Philippines
Laboriante, Aileen	Clinical Nurse Instructor EL	Master of Science in Nursing Administration; Saint Xavier University, Chicago, IL
Chase, Heather	Clinical Nurse Instructor EL	Master of Science in Nursing; Western Governors University, Salt Lake City, UT
Copper, Bethany	Clinical Nurse Instructor EL	Doctor of Nursing Practice; Pennsylvania State University, University Park, PA
Martin, Taylor	Clinical Nurse Instructor EL	Master of Science in Nursing; Capella University, Minneapolis, MN
Byers, Shanea	Clinical Nurse Instructor EL	Doctor of Nursing Practice; Grand Canyon University, Phoenix, AZ
Breakell, Carrie	Clinical Nurse Instructor EL	Master of Science in Nursing Education; Sacred Heart University, Fairfield, CT
Antolin, Stacey	Clinical Nurse Instructor EL	Master of Science in Nursing; Grand Canyon University, Phoenix, AZ
Brophy, Barbara	Clinical Nurse Instructor EL	Doctor of Nursing Practice; Chamberlain University, Downers Grove, IL
Maliwanag, Zyla	Clinical Nurse Instructor EL	Master of Science in Nursing Education; University of Nevada, Las Vegas, NV
Bickmore, Leathie	Clinical Nurse Instructor EL	Bachelor of Science in Nursing; Western Governors University, Salt Lake City, UT
Carreaux, Betty	Clinical Nurse Instructor EL	Master of Science in Leadership; Grand Canyon University, Phoenix, AZ
Thapar, Anusha	Clinical Nurse Instructor EL	Bachelor of Science in Nursing; Touro University of Nevada, Henderson, NV

Lamon, Michelle	Clinical Nurse Instructor EL	Bachelor of Science in Nursing; Western Governors University, Salt Lake City, UT
Winstead, Jessica	Clinical Nurse Instructor EL	Master of Science in Nursing Education; Capella University, Minneapolis, MN
Mack, Lechele	Clinical Nurse Instructor EL	Master of Science in Accounting; University of Colorado, Denver, CO
Rosas, Cara	Clinical Nurse Instructor EL	Master of Science in Nursing Education; Western Governors University, Salt Lake City, UT
Valencia, Tim	Clinical Nurse Instructor EL	Bachelor of Science in Nursing; Southeast Asian College, Quezon City, Philippines
Hudson, Heather	Clinical Nurse Instructor EL	Bachelor of Science in Nursing; Boise State University, Boise, ID
Dow, Judy	Clinical Nurse Instructor EL	Bachelor of Science in Nursing; Western Governors University, Salt Lake City, UT
Arnell, Courtnie	Clinical Nurse Instructor EL	Master of Science in Nursing; Gonzaga University, Spokane, WA
Nordyke, Abbie	Clinical Nurse Instructor EL	Bachelor of Science in Nursing; University of Wyoming, Laramie, WY
Price, Trisha	Clinical Nurse Instructor EL	Bachelor of Science in Nursing; Western Governors University, Salt Lake City, UT
Mackenna, Caitlin	Clinical Nurse Instructor EL	Master of Science in Nursing; University of Minnesota, Minneapolis, MN
Mitchell, Jordan	Clinical Nurse Instructor EL	Master of Science in Nursing Education; Western Governors University, Salt Lake City, UT
Murphy, Leah	Clinical Nurse Instructor EL	Master of Science in Nursing Leadership; Regis University, Denver, CO
Ryneski, Morgan	Clinical Nurse Instructor EL	Master of Science in Nursing; Regis College, Weston, MA
Leadbetter, Heather	Clinical Nurse Instructor EL	Master of Science in Nursing; Chamberlain University, Downers Grove IL
Quarles, Kimberly	Director of Nursing Assessment and Accreditation	Master of Science in Nursing Education; Western Governors University, Salt Lake City, UT
Mcdaniel, Tameka	Director, Nursing Education	Doctor of Nursing Practic in Health Systems Leadership; Chamberlain University, Downers Grove, IL
Reyes, Jimmy	Manager, Nursing Graduate Programs	Doctor of Nursing Practice; University of Iowa, Iowa City, IA

Orloski, Angela	Nursing Education Faculty Manager	Master of Science in Nursing; Walden University, Minneapolis, MN
Turnbull, Katherine	Nursing Education Faculty Manager	Master of Science in Nursing; Holy Names University, Oakland, CA
Anthony, Loren	Nursing Education Faculty Manager	Master of Science in Nursing; University of Phoenix, Phoenix, AZ
Wilcox, Tim	Nursing Education Faculty Manager	Doctor of Nursing Practice; Walden University, Baltimore, MD
Lane, Bobby	Nursing Education Faculty Manager	Master of Science in Nursing; Saint Louis University, St. Louis, MO
Mesi, Mavis	Nursing Education Faculty Manager	Doctor of Nursing Practice in Executive Nursing Leadership; Indiana University, Indianapolis, IN
Marckstadt, Sheryl	Nursing Education Program Director, Family Nurse Practitioner Program	Doctor of Philosophy in Nursing; South Dakota State University, Brookings, SD
Flynn, Linda	Nursing Instructor, Didactic	Doctor of Nursing Practice in Educational Leadership; American Sentinel University, Aurora, CO
Frisbie, Kathleen	Nursing Instructor, Didactic	Master of Science in Nursing Education; SUNY Binghamton, Binghamton, NY
Larsen, Mark	Nursing Instructor, Didactic	Master of Science in Nursing; Western Governors University, Salt Lake City, UT
Shepherd, Su-Ellen	Nursing Instructor, Didactic	Master of Nursing Education; Western Governors University, Salt Lake City, UT
Ackerman, Patty	Nursing Instructor, Didactic	Doctor of Nursing Practice; Frontier Nursing University, Lexington, KY
Mcclary, Patty	Nursing Instructor, Didactic	Master of Science in Nursing; Boise State University, Boise, ID
Gritton, Sherry	Nursing Instructor, Didactic	Master of Science in Nursing; Liberty University, Lynchburg, VA
Pearce, Joanne	Nursing Instructor, Didactic	Master of Science in Nursing; University of Northern Colorado, Greeley, CO
Corker, Theresa	Nursing Instructor, Didactic	Doctor of Education in Teaching and Learning; University of St. Augustine, St. Augustine, FL
Hopkins, Thomas	Nursing Instructor, Didactic	Master of Science in Nursing; Drexel University, Philadelphia, PA
Smith, Cynthia	Nursing Instructor, Didactic	Master of Science in Nursing; Georgia Southern University, Statesboro, GA
Verbance, Tamie	Nursing Instructor, Didactic	Master of Nursing Education; Grand Canyon University, Phoenix, AZ
Kuykendall, Heather	Nursing Instructor, Didactic	Master of Science in Nursing Education; Aspen University, Denver, CO

Macdonald, Tracy	Nursing Instructor, Didactic	Master of Science in Nursing Education; Western Governors University, Salt Lake City, UT
Patton, Jannet	Nursing Instructor, Didactic	Master of Science in Nursing; Chamberlain College of Nursing, Downers Grove, IL
Wilkinson, Victoria	Nursing Instructor, Didactic	Master of Science in Nursing; Walden University, Minneapolis, MN
Stewart, Magdalena	Nursing Instructor, Didactic	Doctor of Nursing Practice; University of Michigan, Flint, MI
Demille, Dionne	Nursing Instructor, Didactic	Master of Science in Nursing Education; Nightingale College, Salt Lake City, UT
Hutchins, Tammy	Nursing Instructor, Didactic	Master of Science in Nursing Education; Middle Tennessee State University, Murfreesboro, TN
Hall, Tanisha	Nursing Instructor, Didactic	Master of Science in Nursing Education; Kaplan University, Ft. Lauderdale, FL
Clemons, Teen	Nursing Instructor, Didactic	Doctor of Nursing Practice; Georgia College and State University, Milledgeville, GA
Jones-Darnell, Tracy	Nursing Instructor, Didactic	Doctor of Educational Leadership; Valdosta State University, Valdosta, GA
Kain, Sara	Nursing Instructor, Didactic	Doctor of Nursing Practice; Purdue University Global, Indianapolis, IN
Biggs, Megan	Nursing Instructor, Didactic	Master of Science in Nursing; Grand Canyon University, Phoenix, AZ
Trout, Linda	Nursing Instructor, Didactic	Doctor of Philosophy in Nursing; Widener University, Chester, PA
Draper, Lashelle	Nursing Instructor, Didactic	Master of Science in Nursing Education; Utah Valley University, Orem, UT
Rains, Kylie	Nursing Instructor, Didactic	Master of Science in Nursing Education; Western Governors University, Salt Lake City, UT
Churchill, Paige	Nursing Instructor, Didactic	Master of Science in Nursing Education; Walden University, Minneapolis, MN
Bury, Chantz	Nursing Instructor, Didactic	Doctor of Nursing Practice in Education; Regis College, Boston, MA
Mcdaniel, Susanna	Nursing Instructor, Didactic	Doctor of Adult Gerontology in Acute Care Nurse Practitioner ; University of Tulsa, Tulsa, OK
Logan, Sonni	Nursing Instructor, Didactic	Doctor of Nursing Practice in Education; American Sentinel University, Aurora, CO

Mcafee, Patricia	Nursing Instructor, Didactic	Doctor of Nursing Practice; Walden University, Baltimore, MD
Warren-Ojameruaye, Chase	Nursing Instructor, Didactic	Master of Science in Nursing; Arizona State University, Phoenix, AZ
Kruse, Kristin	Nursing Instructor, Didactic	Master of Nursing Education; Western Governors University, Salt Lake City, UT
Yearling, Michelle	Nursing Instructor, Didactic	Doctor of Nursing Practice; Post University, Waterbury, CT
Singley, Malene	Nursing Instructor, Didactic	Doctor of Nursing Practice; Chamberlain University, North Brunswick Township, NJ
Anderson, Jada	Nursing Instructor, Didactic	Doctor of Nursing Practice; Capella University, Minneapolis, MN
Weikel, Crystal	Nursing Instructor, Didactic	Doctor of Philosophy in Nursing Science; University of California, Los Angeles, CA
Krewson, Kristen	Nursing Instructor, Didactic	Master of Science in Nursing Education; Chamberlain University, Downers Grove, IL
Lewis, Holly	Nursing Instructor, Didactic	Doctor of Nursing Practice; Purdue University, West Lafayette, IN
Callis, Madison	Nursing Instructor, Didactic	Bachelor of Science in Nursing; James Madison University, Harrisburg, VA
Scranton, Heather	Nursing Instructor, Didactic	Doctor of Nursing Practice; Maryville University, St. Louis, MO
Antolin, Edenlita	Nursing Instructor, Didactic	Master of Science in Nursing; University of South Alabama, Mobile, AL
Carter, Amanda	Nursing Instructor, Didactic	Doctor of Nursing Practice; American Sentinel University, Waterbury, CT
Brelsford, Kristina	Nursing Instructor, Didactic	Doctor of Nursing Practice; Chatham University, Pittsburgh, PA
Hammons, Annie	Nursing Instructor, Didactic	Master of Science in Nursing; University of Detroit Mercy, Detroit, MI
Koller, Angela	Nursing Instructor, Didactic	Doctor of Nursing Practice; Touro University, Las Vegas, NV
Cullen, Michelle	Nursing Instructor, Didactic	Doctor of Nursing Practice; Saint Louis University, Saint Louis, MO
Wood, Christy	Nursing Instructor, Didactic	Doctor of Nursing Practice; Creighton University, Omaha, NE
Ledy, Lee Ann	Nursing Instructor, Didactic	Master of Science in Nursing; Valparaiso University, Valparaiso, IN
Robinson, Russell	Nursing Instructor, Didactic	Master of Science in Nursing Education; Northeastern State University, Tahlequah, OK

Johnson, Stacie	Nursing Instructor, Didactic	Master of Science in Nursing Administration; Kaplan University, Chicago, IL
Bellow, Aaron	Nursing Instructor, Didactic	Doctor of Nursing; Duquesne University, Pittsburgh, PA
Farrow, Megan	Nursing Instructor, Didactic	Master of Science in Nursing; Walden University, Minneapolis, MN
Quandt, Raegan	Nursing Instructor, Didactic	Doctor of Nursing Practice; Walden University, Baltimore, MD
Bramwell, Mindy	Nursing Instructor, Evaluator	Doctor of Education; Western Governors University, Salt Lake City, UT
Messinger, Beth	Nursing Instructor, Evaluator	Master of Science in Nursing; Walden University, Minneapolis, MN
Jenkins, Hailey	Nursing Instructor, Evaluator	Master of Science in Nursing; Western Governors University, Salt Lake City, UT
Phillips, Brad	Nursing Instructor, Evaluator	Master of Science in Nursing; Western Governors University, Salt Lake City, UT
Muir, Jessica	Nursing Instructor, Evaluator	Master of Science in Nursing; Western Governors University, Salt Lake City, UT
Cosens, Mikel	Nursing Instructor, Evaluator	Master of Science in Nursing; University of Phoenix, Phoenix, AZ
Scherer, Teresa	Nursing Instructor, Evaluator	Master of Science in Nursing; Idaho State University, Pocatello, ID
Weiss, Joanne	Nursing Instructor, Evaluator	Master of Science in Nursing; University of Arizona, Tucson, AZ
Mejia, Francis	Nursing Instructor, Evaluator	Master of Science in Nursing; Grand Canyon University, Phoenix, AZ
Macelwee, Ashley	Nursing Instructor, Evaluator	Master of Science in Nursing; Weber State University, Ogden, UT
Corpus, Nicole	Nursing Instructor, Evaluator	Master of Science in Nursing; Grand Canyon University, Phoenix, AZ
Gob, Joy	Nursing Instructor, Evaluator	Master of Science in Nursing Education; Western Governors University, Salt Lake City, UT
Medrano, Susan	Nursing Instructor, Evaluator	Master of Science in Nursing Leadership and Management; Western Governors University, Salt Lake City, UT
Jones, Rasheda	Nursing Instructor, Evaluator	Doctor of Philosophy in Nursing; University of California, San Francisco, CA
Al Smadi, Lara	Nursing Instructor, Evaluator	Master of Science in Nursing Education; University of Texas, Arlington, TX

Mccaskill, Melissa	Nursing Instructor, Evaluator	Master of Science in Nursing; Northwest Nazarene University, Nampa, ID
Neal, Shylanda	Nursing Instructor, Evaluator	Master of Science in Nursing Education; Walden University, Minneapolis, MN
Schwartz, Laury	Nursing Instructor, Evaluator	Master of Science in Nursing Education; Western Governors University, Salt Lake City, UT
Walker, Kristin	Nursing Instructor, Evaluator	Master of Science in Nursing; Old Dominion University, Norfolk, VA
Hendrix, Robin	Nursing Instructor, Evaluator	Doctor of Nursing Practice; University of Alabama, Tuscaloosa, AL
Walker, Timia	Nursing Instructor, Evaluator	Master of Science in Nursing; University of Phoenix, Phoenix, AZ
Abdur-Rashid, Sasha	Nursing Instructor, Evaluator	Master of Science in Nursing; Georgia Southern University, Statesboro, GA
Paull, Anna	Nursing Instructor, Evaluator	Master of Science in Nursing; Chamberlain University, Downers Grove, IL
Tedesco, Christina	Nursing Instructor, Evaluator	Doctor of Nursing Practice; Sacred Heart University, Fairfield, CT
Carey, Kimberly	Nursing Instructor, Evaluator	Master of Science in Medical Technology; New York Upstate Medical, Syracuse, NY
Porter, Heather	Nursing Instructor, Evaluator	Master of Science in Human Resource Management; DeVry University, Fort Washington, PA
Bates, Tiffany	Nursing Instructor, Evaluator	Master of Science in Nursing Education; Western Governors University, Salt Lake City, UT
Kellum, Loleta	Nursing Instructor, Evaluator	Doctor of Philosophy in Nursing Administration; William Carey University, Hattiesburg, MS
Nguyen, Scott	Nursing Instructor, Evaluator	Doctor of Nursing Practice; University of South Alabama, Mobile, AL
Brown, Shayann	Nursing Instructor, Evaluator	Master of Science in Nursing Education; Weber State University, Ogden, UT
Hall, Michelle	Nursing Instructor, Evaluator	Master of Science in Nursing Education; Western Governors University, Salt Lake City, UT
Charitable, Patricia	Nursing Instructor, Evaluator	Master of Science in Nursing Education; South University, Savannah, GA
Thomas, Mary	Nursing Instructor, Evaluator	Doctor of Nursing Practice; Aspen University, Denver, CO

Hillis, Kristi	Nursing Instructor, Evaluator	Master of Science in Nursing; Grand Canyon University, Phoenix, AZ
Hawes, Kelley	Nursing Instructor, Evaluator	Doctor of Nursing Practice; University of Florida, Gainesville, FL
Davis, Lasheca	Nursing Instructor, Evaluator	Doctor of Nursing Practice; Georgia State University, Atlanta, GA
Robison, Jessica	Nursing Instructor, Evaluator	Master of Science in Nursing Education; Weber State University, Ogden, UT
Gentry, Shea	Nursing Instructor, Evaluator	Master of Science in Nursing Education; Walden University, Minneapolis, MN
Charitable, Alice	Nursing Instructor, Evaluator	Master of Science in Nursing Clinical Systems; University of Arizona, Tucson, AZ
Hazel, Thom	Nursing Instructor, NCLEX Coaching	Master of Science in Nursing; Western Governors University, Salt Lake City, UT
Smith, Shawna	Nursing Instructor, NCLEX Coaching	Doctor of Nursing Practice; Samford University, Birmingham, AL
Fairchild, Faye	Nursing Instructor, NCLEX Coaching	Doctor of Nursing Practice in Leadership & Healthcare; University of Missouri, Columbia, MO
Dudley, Maryanne	Nursing Instructor, Travel Clinical Nurse Educator	Master of Science in Nursing Education; University of Phoenix, Englewood, CO
Beukema, Jennifer	Nursing Instructor, Travel Clinical Nurse Educator	Doctor of Nursing in Education Leadership; American Sentinel College, Waterbury, CT
Van Bergen, Renee	Nursing Instructor, Travel Clinical Nurse Educator	Master of Science in Nursing Education; Lynchburg College, Lynchburg, VA
Widman, Patricia	Nursing Instructor, Travel Clinical Nurse Educator	Doctor of Education in Leadership & Education; University of Phoenix, Phoenix, AZ
Jifon, Lynda	Nursing Instructor, Travel Clinical Nurse Educator	Master of Science in Nursing; South University, Savannah, GA
Allison, Stephanie	Nursing Instructor, Travel Clinical Nurse Educator	Master of Science in Nursing Education; Grand Canyon University, Phoenix, AZ
Himelstein, Roger	Nursing Instructor, Travel Clinical Nurse Educator	Doctor of Nursing Practice; Chamberlain University, Chicago, IL
Goodwin, Elizabeth	Nursing Instructor, Travel Clinical Nurse Educator	Master of Science in Nursing; University of Wyoming, Laramie, WY
Crockett, Pamela	Nursing Instructor, Travel Clinical Nurse Educator	Master of Science in Nursing Administration; University of Phoenix, Phoenix, AZ

Jones, Kara	Nursing Instructor, Travel Clinical Nurse Educator	Doctor of Nursing Practice; Duquesne University, Pittsburgh, PA
Hoffman, Alexis	Nursing Instructor, Travel Clinical Nurse Educator	Master of Science in Nursing Education; Aspen Univeristy, Phoenix, AZ
Mikkelsen, Mik	Nursing Instructor, Travel Clinical Nurse Educator	Master of Science in Nursing; Drexel University, Philadelphia, PA
Salvesen, Savannah	Senior Manager, Nursing Education Services	Master of Science in Nursing; Western Governors University, Salt Lake City, UT
Dawson-Skuza, Christina	Senior Manager, Nursing Education Services	Master of Nursing Education; Western Governors University, Salt Lake City, UT
Krupa, Joanie	Senior Manager, Nursing Education Services	Doctor of Nursing Practice; Chatham University, Pittsburgh, PA
Organizational Effectiveness		
Aguillon, Jay	Consultant II, Innovative Design	Doctor of Physical Therapy; University of St. Augustine, St. Augustine, FL
Vandenbirge, Lauren	Continuous Improvement Specialist	Doctor of Education in Educational Leadership; University of Utah, Salt Lake City, UT
Keren, Carmil	Director, Organizational Development	Doctor of Philosophy in Human Services; University of Haifa, Haifa, Israel
Terry, Tiffany	Organizational Effectiveness Coordinator	Bachelor of Science in Communication; University of Tennessee at Chattanooga, Chattanooga, TN
Registrar		
Acuna, April	Assistant Manager, Registrar	Bachelor of Science in Business Administration; Provo College, Provo, UT
Bowman, Adam	Associate Registrar	Bachelor of Science in Nursing; Eagle Gate College, Layton, UT
Rideau, Jacqueline	Associate Registrar	Master of Business Administration; University of Phoenix, Phoenix, AZ
Henderson, Mareshia	Associate Registrar	Bachelor of Science in Business; University of Phoenix, Phoenix, AZ
Antoine, Nephtaly	Associate Registrar	Master of Science in Educational Leadership; Keiser University, Fort Lauderdale, FL
Harris, Devin	Associate Registrar	Bachelor of Science in Psychology; Capella University, Minneapolis, MN
Bivens, Marquettia	Associate Registrar	Master of Science in Human Resource Management; DeVry University, Tampa, FL

Dentremont, Mad	Associate Registrar	Master of Science in Project Management; Post University, Waterbury, CT
Leyva, Ramona	Associate Registrar	Master of Arts in Organizational Leaders; Chapman University, Irvine, CA
Jundi, Lily	Associate Registrar	Bachelor of Science in Information Sciences; Pennsylvania State University, Media, PA
Cannon, Alexa	Associate Registrar	Bachelor of Arts in History; Bridgewater State University, Bridgewater, MA
Thompson, Andrea	Associate Registrar	
Anderson, Jannette	Registrar	Bachelor of Liberal Arts; Utah State University, Logan, UT
Merced, Neomi	Senior Associate, Registrar	
Kahi, Paul	Senior Associate, Registrar	Bachelor of Science in Criminal Justice; San Diego State University, San Diego, CA
Dunaway, Samantha	Senior Specialist, Registrar	Bachelor of Science in Biology and Zoology; Western Oregon University, Monmouth, OR
Jackson, Matthew	Senior Specialist, Registrar Systems	Bachelor of Science in Psychology and Communications; Weber State University, Ogden, UT
Panchana, Mirka	Supervisor, Registrar	Master of Science in Nursing; Chamberlain College of Nursing, Downers Grove, IL
Patterson, Kristina	Supervisor, Registrar	Master of Arts in Higher Education; Louisiana State University, Baton Rouge, LA
Registration Management		
Littleton, Brittany	Advisor, Registration	Bachelor of Arts in Liberal Studies; California State University, San Bernardino, CA
Deakin, Darci	Advisor, Registration	Bachelor of Science in Family, Consumer, Huma; Utah State University, Logan, UT
Ray, Lisa	Advisor, Registration	Master of Arts in Spanish; University of New Hampshire, Durham, NH
Lammi, Danielle	Director, Registration Management	Master of Business Administration; University of Phoenix, Phoenix, AZ