

CATALOG ERRATA AND ADDENDA

CATALOG ADDENDA

Summer Semester 2025

Addendum 1: Nursing Core Courses with HESI Requirement and Grading System and Grading Scale (effective Summer Semester 2025)

To accommodate changes to nursing course syllabi that reallocate assignments counted toward final course grades, including HESIs, the following text is modified:

In-Catalog modification:

Nursing Core Courses with HESI Requirement

A learner with a score below 800 on both attempts will be required to repeat the course may progress in their program if they receive a passing final course grade but must complete HESI remediation before progressing to the next course. A learner with a score below 800 on both attempts also must complete HESI coaching during the following semester.

Learners with their highest score between 800-849 on either attempt must complete remediation before progressing to the next course and are encouraged to complete HESI coaching in the subsequent semester.

Learners who do not complete required remediation by the end of the semester will receive a grade of IR.

Grading System and Grading Scale

IR – Incomplete, Remediation – is only applicable for rescheduling of Experiential Learning makeups* and or incomplete remediation requirements in for nursing courses with HESI exams. An IR is automatically recorded when the HESI exam score is between 800 and 849. A learner who earns a passing grade in the course and who scores less than 850 on the HESI exam is required to complete HESI remediation before the end of the semester. If the remediation is not completed before the end of the semester, an IR grade will be assigned. (see the 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 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 work within the allowed timeframe will result in course failure, the “IR” status will be changed to an “F” grade, and the learner will be required to pay for and repeat the course.

Addendum 2: Admissions Requirements for:

- [Practical Nurse Diploma Program](#)
- [Licensed Practical Nurse to Associate of Science in Nursing Program](#)
- [Bachelor of Science in Nursing Program](#)
- [RN-to-BSN Track](#)
- [Master of Science in Nursing Education Program](#)
- [Master of Science in Nursing Family Nurse Practitioner Program](#)
- [Master of Science in Nursing – Psychiatric Mental Health Nurse Practitioner Program](#)

To facilitate articulation agreements with partnered educational institutions, application fees are waived for applicants to the programs listed above from the institutions with whom the College has signed articulation agreements.

In-Catalog Modification

PN Program

Pay the \$150 non-refundable application fee (the application fee is waived for all Nightingale College's prelicensure programs alumni, applicants from institutions with a valid articulation agreement, and active duty servicemembers, and veterans of the U.S. Armed Forces.

RN-to-BSN Track

Pay the \$150 non-refundable application fee (the application fee is waived for all Nightingale College's prelicensure programs alumni, applicants from institutions with a valid articulation agreement, and active duty servicemembers, and veterans of the U.S. Armed Forces.

BSN:

Applicant Type	Application Fee
Generic	\$150
Active duty servicemembers and veterans of the U.S. Armed Forces; applicants from institutions with a valid articulation agreement	\$0
Advanced Placement, including pharmacology credit	\$200
Active duty servicemembers and veterans of the U.S. Armed Forces, if requesting pharmacology credit	\$50

LPN to ASN:

Applicant Type	Application Fee
PN Diploma Program Alumni; applicants from institutions with a valid articulation agreement	\$0
Licensed Practical Nurse/Vocational Nurse	\$200
LPN/LVN who are active duty servicemembers and veterans of the U.S Armed Forces	\$50

MSNEd, MSN FNP, and MSN PMHNP Programs: Pay the \$80 non-refundable application fee (the application fee is waived for all Nightingale College's prelicensure programs alumni, applicants from institutions with a valid articulation agreement, and active duty servicemembers, and veterans of the U.S. Armed Forces).

Addendum 3: Program Descriptions for:

- [Practical Nurse Diploma Program](#)
- [Licensed Practical Nurse to Associate of Science in Nursing Program](#)
- [Bachelor of Science in Nursing Program](#)
- [RN-to-BSN Track](#)
- [Master of Science in Nursing \(overview\)](#)
- [Master of Science in Nursing Education Program](#)
- [Master of Science in Nursing Family Nurse Practitioner Program](#)
- [Master of Science in Nursing – Psychiatric Mental Health Nurse Practitioner Program](#)

In-Catalog Modification:

PN Curriculum

The PN Diploma Program prepares learners to apply for PN licensure and take the NCLEX-PN® exam. The PN Diploma Program curriculum is grounded in the National League for Nursing Education Competencies Model (2010) and plan meets the requirements of the National League for Nursing Commission for Nursing Education Accreditation (NLN CNEA).

LPN-to-ASN Curriculum

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 is grounded in the National League for Nursing Education Competencies Model (2010) and plan meets the requirements of the National League for Nursing Commission for Nursing Education Accreditation (NLN CNEA) standards.

BSN Curriculum

The BSN Program prepares learners to apply for RN licensure and take the NCLEX-RN® exam. The BSN Program curriculum is grounded in the American Association of Colleges of Nursing (AACN) The Essentials: Core Competencies for Professional Nursing Education (2021) and plan meets the requirements of the Commission on Collegiate Nursing Education (CCNE).

The Essentials of Baccalaureate Education for Professional Nursing Practice provides an important framework for designing and assessing baccalaureate education. 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). Evolving from separate Essentials for baccalaureate, graduate, and doctorate preparation, the 2021 Essentials provide a competency-based approach to nursing education in the setting of changes in higher education, learner expectations and a quickly changing healthcare system to prepare professional nurses of the future. The original purpose of the Essentials is to “delineate the essentials of education for professional baccalaureate nursing practice” (AACN, 2008). The Essentials: Core Competencies for Professional Nursing Education introduce ten (10) domains that exemplify the essence of professional nursing practice with expected competencies for each domain, common to all levels of professional nursing. Core competencies further expand to sub competencies building from entry to advanced practice, providing a framework for professional nursing curricula from baccalaureate to doctorate. Because professional nursing practice in all settings requires consideration of the individual, family, community, and population as client, these competencies 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
- **Domain 1:** Knowledge for Nursing Practice

- **Domain 2:** Person-Centered Care
- **Domain 3:** Population Health
- **Domain 4:** Scholarship for Nursing Discipline
- **Domain 5:** Quality and Safety
- **Domain 6:** Interprofessional Partnerships
- **Domain 7:** Systems-Based Practice
- **Domain 8:** Informatics and Healthcare Technologies
- **Domain 9:** Professionalism
- **Domain 10:** Personal, Professional, and Leadership Development

RN-to-BSN Curriculum

The RN-to-BSN Track is a BSN program option designed to further develop skills, reasoning, and attributes of licensed professional registered nurses (RNs). The RN-to-BSN curriculum is grounded in the American Association of Colleges of Nursing (AACN) The Essentials: Core Competencies for Professional Nursing Education (2021) and meets the requirements of the Commission on Collegiate Nursing Education (CCNE). is grounded in the American Association of Colleges of Nursing (AACN) Essentials of Baccalaureate Education for Professional Nursing.

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). 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). Evolving from separate Essentials for baccalaureate, graduate, and doctorate preparation, the 2021 Essentials provide a competency-based approach to nursing education in the setting of changes in higher education, learner expectations and a quickly changing healthcare system to prepare professional nurses of the future. Because professional nursing practice in all settings requires consideration of the individual, family, community, and population as client, these competencies 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
- **Domain 1:** Knowledge for Nursing Practice
- **Domain 2:** Person-Centered Care
- **Domain 3:** Population Health
- **Domain 4:** Scholarship for Nursing Discipline
- **Domain 5:** Quality and Safety
- **Domain 6:** Interprofessional Partnerships
- **Domain 7:** Systems-Based Practice
- **Domain 8:** Informatics and Healthcare Technologies
- **Domain 9:** Professionalism
- **Domain 10:** Personal, Professional, and Leadership Development

Master of Science in Nursing (MSN) Graduate Program Competencies

Overarching Program competencies are specific statements that describe the knowledge, skills, and attitudes that learners are expected to achieve upon completion of the MSN Graduate Program. These competencies are used as the foundation for building the specialty track program outcomes. These competencies align with the American Association of Colleges of Nursing (AACN) The Essentials: Core Competencies for Professional Nursing Education New Essentials and Competencies.

Master of Science in Nursing Education Program (MSN Ed)

Program Description

The Master of Science in Nursing Education (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) The Essentials: Core Competencies for Professional Nursing Education 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.

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). 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). Evolving from separate Essentials for baccalaureate, graduate, and doctorate preparation, the 2021 Essentials provide a competency-based approach to nursing education in the setting of changes in higher education, learner expectations and a quickly changing healthcare system to prepare professional nurses of the future. 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
- Domain 1: Knowledge for Nursing Practice
- Domain 2: Person-Centered Care
- Domain 3: Population Health
- Domain 4: Scholarship for Nursing Discipline
- Domain 5: Quality and Safety
- Domain 6: Interprofessional Partnerships
- Domain 7: Systems-Based Practice
- Domain 8: Informatics and Healthcare Technologies
- Domain 9: Professionalism
- Domain 10: Personal, Professional, and Leadership Development

Master of Science in Nursing Family Nurse Practitioner Program (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) *The Essentials: Core Competencies for Professional Nursing Education* 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 Collegiate Nursing (AACN) *Standards of Master's Education* (2011) *The Essentials: Core Competencies for Professional Nursing Education* (2021)

Criteria for the Evaluation of Nurse Practitioner Programs (5th ed.): *Standards for Quality Nurse Practitioner Education* (6th ed.). A Report of the National Task Force (NTF) on Quality Nurse Practitioner Education (2022) (2016)

The National Organization of Nurse Practitioner Faculties Nurse Practitioner Role Core Competencies (NONPF, 2017) (2022)

Population-Focused Nurse Practitioner Competencies (2013)

Quality and Safety Education in Nursing (QSEN) Competencies: Graduate KSA's (2012)

Program Objectives

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.

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.

To build advanced practice nursing leadership capacity to address challenges and advance the science of advanced nursing practice.

To build professional and research capacity to meet the primary health care needs of diverse communities and populations.

Program Outcomes

MSN FNP Program Outcomes are aligned with the Institutional Effectiveness Plan and measure the degree to which the Program achieve 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)* American Association of Collegiate Nursing (AACN) *The Essentials: Core Competencies for Professional Nursing Education* *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.

Curriculum Plan

~~The Essentials: Core Competencies for Professional Nursing Education~~ 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). Evolving from separate Essentials for baccalaureate, graduate, and doctorate preparation, the 2021 Essentials provide a competency-based approach to nursing education in the setting of changes in higher education, learner expectations and a quickly changing healthcare system to prepare professional nurses of the future. Because professional nursing practice in all settings requires consideration of the individual, family, community, and population as clients, these competencies outcomes are essential to master’s nursing education offered by Nightingale College.

- **Domain 1:** Knowledge for Nursing Practice
- **Domain 2:** Person-Centered Care
- **Domain 3:** Population Health
- **Domain 4:** Scholarship for Nursing Discipline
- **Domain 5:** Quality and Safety
- **Domain 6:** Interprofessional Partnerships
- **Domain 7:** Systems-Based Practice
- **Domain 8:** Informatics and Healthcare Technologies
- **Domain 9:** Professionalism
- **Domain 10:** Personal, Professional, and Leadership Development

Master of Science in Nursing Psychiatric-mental Health Nurse Practitioner Program (MSN PMHNP)

Program Description

The Master of Science in Nursing Psychiatric-Mental Health Nurse Practitioner (MSN PMHNP) Program is designed for learners who already hold a bachelor’s degree in nursing and prepares graduates to become Advanced Practice Registered Nurses with specific emphasis on the role of the Psychiatric-Mental Health Nurse Practitioner. The MSN PMHNP content is grounded in the American Association of Colleges of Nursing (AACN) ~~The Essentials: Core Competencies for Professional Nursing Education~~ ~~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 Collegiate Nursing (AACN) ~~Standards of Master’s Education (2011)~~ ~~The Essentials: Core Competencies for Professional Nursing Education (2021)~~

~~Criteria for the Evaluation of Nurse Practitioner Programs (5th ed.)~~. Standards for Quality Nurse Practitioner Education (6th ed.). A Report of the National Task Force (NTF) on Quality Nurse Practitioner Education (2022) (2016)

The National Organization of Nurse Practitioner Faculties Nurse Practitioner Role Core Competencies (NONPF, 2017) (2022)

Population-Focused Nurse Practitioner Competencies (2013)

Quality and Safety Education in Nursing (QSEN) Competencies: Graduate KSA’s (2012)

Program Outcomes

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

Program-Level Learner Outcomes

The MSN PMHNP Program, in alignment with ~~the Commission on Collegiate Nursing Education (CCNE)~~ American Association of Collegiate Nursing (AACN) ~~The Essentials: Core Competencies for Professional Nursing Education~~ ~~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 PMHNP 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.

Thank you for your attention to these changes.