

# POSTLICENSURE PROGRAMS

## MASTER OF SCIENCE IN NURSING FOR EDUCATORS PROGRAM

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### Overview

#### 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 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 enrollment until such authorization is obtained. Learners must notify the Registrar immediately upon relocation.*

#### Program Objective

- 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.

#### 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

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 (Essential IV, VI, VII).
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).

## 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

## Admissions Requirements

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 and disclose any encumbered licenses.
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

**This section has been updated. Please view the [Errata and Addenda](#) section of the catalog to see what was changed.**

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 \$20,025.

## Curriculum Plan

### 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 five hundred forty (540) didactic and one hundred eighty (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 this Catalog. The Curriculum Plan table presented below represents a sample curriculum plan for learners.

### Sample Curriculum Plan

Course Number	Course Name	Delivery Modality	Semester Credits	Didactic Learning			Remote	Experiential Learning				Total
				CBT	ISBP	VCBP	ISB	VCBC	DFC	IP	AFE	
Semester 1												
MSN 560	Teaching Advanced Assessment Across the Lifespan	Online	3	45								45
MSN 590	Health Policy, Legislation, Economics, and Ethics	Online	3	45								45
MSN 620	Adult Education and Online Learning	Online	3	45								45
Total			9	135	0	0	0	0	0	0	0	135
Semester 2												
MSN 506	Professional Transitions: Clinician to Educator	Online	3	45								45

				CBT	ISBP	VCBP	ISB	VCBC	DFC	IP	AFE	
MSN 586	Health Promotion/ Disease Prevention	Online	2	30								30
MSN 660	Teaching Methodology in Nursing	Online	3	45								45
Total			8	120	0	0	0	0	0	0	0	120
Semester 3												
MSN 592	Evidence-Based Practice	Online	3	45								45
MSN 575	Advanced Pathopharmacological Foundations	Online	4	60								60
MSN 640	Curriculum and Instruction in Nursing	Online	3	45								45
Total			10	150	0	0	0	0	0	0	0	150
Semester 4												
MSN 598	Health Informatics and the Advanced Practice	Online	3	45								45
MSN 645	Assessment and Evaluation in Nursing Education	Online	3	45								45
MSN 665	Facilitating Learning in the Online Environment	Online	1	15								15
Total			7	105	0	0	0	0	0	0	0	105
Semester 5												
MSN 670	Nursing Education and Integrative Practicum Experience	Online	4							180		180
MSN 680	Nursing Education Capstone	Online	2	30								30
Total			6	30	0	0	0	0	0	180	0	210
MSNEd Degree Total			40	540	0	0	0	0	0	180	0	720

## Satisfactory Academic Progress Table

Total Credits Attempted	Financial Aid Warning or Probation if CGPA is below	Financial Aid Warning or Probation if course completion rate is below
1-8	3.0	67%
9-16	3.0	67%
17-24	3.0	67%
25-32	3.0	67%
33-40	3.0	67%

## Course Descriptions

### MSN 506 : Professional Transitions: Clinician to Educator

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
Typically Offered:	
Prerequisites:	None
Corequisites:	None
Requisites:	None
Description:	

This course focuses on the theoretical foundations and practical strategies essential for successful educational practice. Learners will explore core concepts of teaching and learning in nursing education, including curriculum development, instructional design, and assessment methods. They will deepen their understanding of the principles of adult learning and how to apply them effectively in an educational setting. Learners will examine the role of the nurse educator in facilitating the professional development of nursing learners and practicing nurses. They will learn strategies for creating a positive learning environment, promoting critical thinking and clinical reasoning skills, and fostering interprofessional collaboration. Additionally, this course will cover the ethical and legal considerations specific to nursing education. Learners will examine professional standards and guidelines for nurse educators and explore strategies for ensuring learner and patient safety in the educational setting.

### 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 None
Typically Offered:	
Prerequisites:	None
Corequisites:	None
Requisites:	None

#### MSN 560 : Teaching Advanced Assessment Across the Lifespan

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.
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#### MSN 575 : Advanced Pathopharmacological Foundations

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.
Typically Offered:	
Prerequisites:	None
Corequisites:	None
Requisites:	None
Description:	This course is an in-depth exploration of the connection between pathophysiology and pharmacology in nursing practice. It is designed to equip nurse educators with advanced knowledge and skills in understanding the underlying mechanisms of diseases and the pharmacological interventions used in their treatment. Additionally, this course covers teaching strategies for effective pathopharmacology education, including the design of learning experiences, instructional methods, and technologies that facilitate learner mastery and engagement.

#### 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.
Typically Offered:	
Prerequisites:	None
Corequisites:	None
Requisites:	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.
Typically Offered:	
Prerequisites:	None
Corequisites:	None
Requisites:	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.
Typically Offered:	
Prerequisites:	None
Corequisites:	None
Requisites:	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.
Typically Offered:	
Prerequisites:	None
Corequisites:	None

#### MSN 586 : Health Promotion and Disease Prevention Across the Lifespan

Requisites:	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:	60 (Online Didactic)
Outside Preparation:	An average of three (3) hours per week for every didactic credit hour.
Typically Offered:	
Prerequisites:	
Corequisites:	None
Requisites:	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.
Typically Offered:	
Prerequisites:	None
Corequisites:	None
Requisites:	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



#### MSN 590 : Health Policy, Legislation, Economics and Ethics

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.

Typically Offered:

Prerequisites: None

Corequisites: None

Requisites: 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.

Typically Offered:

Prerequisites: None

Corequisites: None

Requisites: 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 : Advanced Family Health in Primary Care Settings Practicum 11

Delivery Modality: Distance education and practicum experiences

#### MSN 620 : Advanced Family Health in Primary Care Settings Practicum 11

Semester Credits:	1
Contact Hours:	45 (Online Didactic)
Outside Preparation:	The learner will complete a total of 45 practicum hours in this course.
Typically Offered:	
Prerequisites:	MSN 580, MSN 582, MSN 584, MSN 586, MSN 588, MSN 590
Corequisites:	None
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 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
Typically Offered:	
Prerequisites:	None
Corequisites:	None
Requisites:	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
Typically Offered:	

#### MSN 660 : Teaching Methodology in Nursing

Prerequisites:	None
Corequisites:	None
Requisites:	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 665 : Facilitating Learning in the Online Environment

Delivery Modality:	Distance (Online Didactic Instruction)
Semester Credits:	1 (Didactic Only)
Contact Hours:	15 (Online Didactic)
Outside Preparation:	An average of three (3) hours per week for every didactic credit hour
Typically Offered:	
Prerequisites:	None
Corequisites:	None
Requisites:	None
Description:	This course focuses on developing the necessary skills and knowledge to effectively facilitate learning in an online educational setting. Learners will explore various aspects of online learning and gain an understanding of the unique challenges and opportunities it presents. They will delve into the principles of instructional design, andragogical strategies, and technology integration that are specific to online education in nursing.

#### MSN 670 : Nursing Education and Integrative Practicum 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
Typically Offered:	
Prerequisites:	MSN 620, MSN 640, and MSN 660
Corequisites:	MSN 680
Requisites:	None
Description:	This course is one (1) of the final two (2) courses in the MSNEd Program. Learners work in this course concurrently with MSN 680: Nursing Education Capstone 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
Typically Offered:	
Prerequisites:	MSN 620, MSN 640, and MSN 660
Corequisites:	MSN 670
Requisites:	None
Description:	This course is one (1) of the final two (2) courses in the MSNEd Program. Learners work in this course concurrently with MSN 670: Nursing Education Field Experience 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.

### 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).*