

PRELICENSURE PROGRAMS

BACHELOR OF SCIENCE IN NURSING PROGRAM

Overview

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 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.

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.

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.

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

Requirements and Procedures

All applicants work closely with an Admissions Advisor to assess career goals, motivation, and commitment to learning.

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

To be considered for admission, an applicant must meet the following requirements:

1. Pay the non-refundable application fee as shown above.
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, one week prior to the first day of attendance. Several equivalents to a high school diploma may be submitted:
 - a GED certificate;
 - a certificate or other official completion documentation demonstrating that the learner has passed a state-authorized examination, such as the Test Assessing Secondary Completion (TASC), the High School Equivalency Test (HiSET), or, in California, the California High School Proficiency Exam; that the state recognizes as the equivalent of a high school diploma (certificates of attendance and/or completion are not included in this qualifying category);
 - an associate degree;

successful completion of at least sixty (60) semester or trimester credits or seventy-two (72) quarter credits that does not result in the awarding of an associate degree, but that is acceptable for full credit toward a bachelor's degree at any institution; or

 - enrollment in a bachelor's degree program where at least sixty (60) semester or trimester credits or seventy-two (72) quarter credits have been successfully completed, including credits transferred into the bachelor's degree program;
 - a "secondary school leaving certificate" or similar document from the proper government agency for learners who completed secondary school in a foreign country, accompanied by a foreign credentials evaluation.
4. Pass the Pre-Licensure Nursing Entrance Exam.

5. If requesting transfer of credit, learners must 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 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 of the BSN Program. Learners may 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.
- A minimum of fourteen (14) semester credits of general education, including eight (8) semester credits of human anatomy and human physiology, a minimum of three (3) semester credits of college-level mathematics, and a minimum of three (3) semester credits of college-level English is required to enroll in any nursing core course. Learners may elect to complete the prerequisite coursework at the College or another institution of higher learning.
- A minimum of twenty-four (24) semester credits of general education are required to enroll in BSN 215 and/or BSN 225 nursing courses. Learners may elect to complete the prerequisite coursework at the College or another institution of higher learning.
- A minimum of thirty-three (33) semester credits of general education are required to enroll in BSN 246 and/or BSN 315 nursing courses. Learners may elect to complete the prerequisite coursework at the College or another institution of higher learning.
- A minimum of thirty-six (36) semester credits of general education are required to enroll in BSN 266 and/or BSN 335 nursing courses. Learners may elect to complete the prerequisite coursework at the College or another institution of higher learning.
- Official transcripts are required for matriculation into the BSN Program.
- 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.
- The College reserves the right to accept or reject any and all credits earned at other post-secondary institutions or through course challenge exams.

6. Complete Smarter Measure Assessment for evaluation of online learning readiness.

7. Meet with a Learner Funding Advisor to initiate the financial aid process.

8. Be in good financial standing with the College.

Note: The highest level of academic integrity is expected throughout the admissions process. Violations of the academic integrity policy at any point in the admissions process will result in automatic denial of admission. See the Academic Integrity section of the College Catalog for more details.

Entrance and Placement Exams

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

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

To be admitted to the program learners must achieve the required scores in each academic area of the entrance exam. The entrance exam determines learners' readiness for success in the program by assessing knowledge in three (3) academic areas: Arithmetic, Reading Comprehension, and Sentence Skills. A score of 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 and 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 and will be required to take and successfully complete ENG 90 in the first semester of enrollment and ENG 95 their second semester of enrollment.
- Learners who score between 250-259 in Reading will be admitted with conditional matriculation and will be required to take and successfully complete ENG 95 in the first semester of enrollment.
- Learners who score between 240-259 in Writing will be admitted with conditional matriculation and will be required to complete ENG 95 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	\$45
BSN 266	RN Specialty: Medical-Surgical Nursing HESI	Pre-Admission	850	< 900	\$45

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

Exam	Administered During	Passing HESI Score	Mandatory Remediation HESI Score	Fee
RN Specialty: Fundamentals of Nursing HESI	Pre-Admission	850	< 900	\$45

Applicants may retake the exam one (1) time after completion of mandatory remediation. The fee to retake an exam is \$45. 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.

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.

Tuition and Fees

Tuition for the BSN Program is \$630 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

¹The Learning Resources and Proctoring Package per semester fee does not include uniforms or stethoscope.

²In 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 \$85,700, not taking into consideration the Learner Graduation Fund credit of up to \$6,000.

Curriculum Plan

General Education 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. Learners may 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 <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 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 <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
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
<i>A combined total of 48 general education (GE) and elective credits are required for the BSN Degree.</i>	

Curriculum

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.

Course Number	Course Name	Delivery Modality	Semester Credits	Didactic Learning			Remote	Experiential Learning				Total
				CBT	ISBP	VCBP	ISB	VCBC	DFC	IP	AFE	
Freshman Term 1 (F1)												
SCI 220	Human Anatomy with Intervention Skill-Based (ISB) Experiential Learning	Distance	4	45	30							75
SCI 221	Human Physiology with Intervention Skill-Based (ISB) Experiential Learning	Distance	4	45	30							75
ENG 120	English Composition	Distance	3	45								45
MAT 100	College Algebra	Distance	3	45								45
Total			14	180	60	0	0	0	0	0	0	240
Freshman Term 2 (F2)**												
SCI 131	Introduction to Nutrition	Distance	3	45								45
SCI 225	Pathophysiology	Distance	3	45								45
PSY 201	Introduction to Psychology	Distance	3	45								45
BSN 206*	Foundations of Nursing Fundamentals	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	Introduction to Statistics	Distance	3	45								45

				CBT	ISBP	VCBP	ISB	VCBC	DFC	IP	AFE	
HUM 110	Western Civilization I	Distance	3	45								45
SOC 220	Introduction to Sociology	Distance	3	45								45
BSN 215*	Pharmacology I	Distance	2	30								30
BSN 225	Concepts of Nursing – Health Promotion	Blended	5	21.5	4	4.5	15	45	45		22.5	157.5
Total			16	186.5	4	4.5	15	45	45	0	22.5	322.5
Sophomore Term 2 (S2)												
SCI 251	Microbiology with Intervention Skill-Based (ISB) Experiential Learning	Distance	4	45	30							75
BSN 235	Nursing Communication and Informatics	Distance	3	45								45
BSN 246	Concepts of Nursing I	Blended	6	35	7	3	30	45	45			165
BSN 315*	Pharmacology II	Distance	3	45								45
Total			16	170	37	3	30	45	45	0	0	330
Junior Term 1 (J1)												
ENG 311	Professional and Academic Writing	Distance	3	45								45
BSN 266	Concepts of Nursing II	Blended	6	35	7	3	30	45	45			165
BSN 325	Population-Based Chronic Illness and Health Promotion	Blended*	4	52.5							22.5	75
BSN 335*	Concepts of Professionalism, Management, and Leadership	Distance	2	30								30
BSN 355	Capstone Proposal	Distance	1	15								15
Total			16	177.5	7	3	30	45	45	0	22.5	330

				CBT	ISBP	VCBP	ISB	VCBC	DFC	IP	AFE	
Junior Term 2 (J2)												
COM 301	Oral Communication	Distance	3	45								45
ANT 300	Cultural Anthropology	Distance	3	45								45
BSN 346	Concepts of Nursing III	Blended	7	44.5	4	4	15	67.5	45		22.5	202.5
BSN 375	Advanced Issues in Cognition	Distance	2	30								30
Total			15	164.5	4	4	15	67.5	45	0	22.5	322.5
Senior Term 1 (SR1)												
HUM 301	Applied Ethics	Distance	3	45								45
BSN 366	Concepts of Nursing IV	Blended	7	53	4	3	15	45	45		22.5	187.5
BSN 425	Gerontological Nursing	Distance	3	45								45
BSN 435	Scholarship and Evidence-Based Practice in Nursing	Distance	3	45								45
Total			16	188	4	3	15	45	45	0	22.5	322.5
Senior Term 2 (SR2)												
BSN 395	Entry into Professional Nursing Practice	Blended	5	30						135		165
BSN 445	Concepts of Nursing in the Complex Patient	Distance	3	45								45
BSN 465	Decision Making in Nursing	Distance	3	45								45
BSN 485	Capstone Leadership	Blended*	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	225	135	135	1,680
GE Total			48	675	90	0	0	0	0	0	0	765
BSN Program with GE Total			120	1,358.5	127	22	150	292.5	225	135	135	2,445

BMTC Advanced Placement BSN Program 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	
Freshman Term 1 (F1)												
SCI 220	Human Anatomy with Intervention Skill-Based (ISB) Experiential Learning	Distance	4	45	30							75
SCI 221	Human Physiology with Intervention Skill-Based (ISB) Experiential Learning	Distance	4	45	30							75
ENG 120	English Composition	Distance	3	45								45
MAT 100	College Algebra	Distance	3	45								45
Total			14	180	60	0	0	0	0	0	0	240
Sophomore Term 1 (S1)												
SCI 251	Microbiology with Intervention Skill-Based (ISB) Experiential Learning	Distance	4	45	30							75
SCI 225	Pathophysiology	Distance	3	45								45
PSY 201	Introduction to Psychology	Distance	3	45								45
SCI 131	Introduction to Nutrition	Distance	3	45								45
SOC 220	Introduction to Sociology	Distance	3	45								45
Total			16	225	30	0	0	0	0	0	0	255
Sophomore Term 2 (S2)												
MAT 220	Introduction to Statistics	Distance	3	45								45
BSN 235	Nursing Communication	Distance	3	45								45

				CBT	ISBP	VCBP	ISB	VCBC	DFC	IP	AFE	
	and Informatics											
BSN 246*	Concepts of Nursing I	Blended	6	35	7	3	30	45	45			165
BSN 305*	Pharmacology for BMTC	Distance	4	60								60
Total			16	185	7	3	30	45	45	0	0	315
Junior Term 1 (J1)												
ENG 311	Professional and Academic Writing	Distance	3	45								45
BSN 266*	Concepts of Nursing II	Blended	6	35	7	3	30	45	45			165
BSN 325	Population-Based Chronic Illness and Health Promotion	Blended*	4	52.5							22.5	75
BSN 335*	Concepts of Professionalism, Management, and Leadership	Distance	2	30								30
BSN 355	Capstone Proposal	Distance	1	15								15
Total			16	177.5	7	3	30	45	45	0	22.5	330
Junior Term 2 (J2)												
COM 301	Oral Communication	Distance	3	45								45
HUM 110	Western Civilization I	Distance	3	45								45
BSN 346*	Concepts of Nursing III	Blended	7	44.5	4	4	15	67.5	45		22.5	202.5
BSN 375	Advanced Issues in Cognition	Distance	2	30								30
Total			15	164.5	4	4	15	67.5	45	0	22.5	322.5
Senior Term 1 (SR1)												
ANT 300	Cultural Anthropology	Distance	3	45								45
BSN 366*	Concepts of Nursing IV	Blended	7	53	4	3	15	45	45		22.5	187.5
BSN 425	Gerontological Nursing	Distance	3	45								45

				CBT	ISBP	VCBP	ISB	VCBC	DFC	IP	AFE	
BSN 435	Scholarship and Evidence-Based Practice in Nursing	Distance	3	45								45
Total			16	188	4	3	15	45	45	0	22.5	322.5
Senior Term 2 (SR2)												
HUM 301	Applied Ethics	Distance	3	45								45
BSN 395*	Entry into Professional Nursing Practice	Blended	5	30						135		165
BSN 445	Concepts of Nursing in the Complex Patient	Distance	3	45								45
BSN 465	Decision Making in Nursing	Distance	3	45								45
BSN 485	Capstone Leadership	Blended*	2	15							45	60
Total			16*	180	0	0	0	0	0	135	45	360
Nursing Courses Total			61	625	22	13	90	202.5	180	135	112.5	1,380
GE Total			48	675	90							765
BSN Program with GE Total			109	1,300	112	13	90	202.5	180	135	112.5	2,145

Standardized Exams

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

Standardized Exam Schedule for Generic BSN Learners:

HESI Exam	Course	Mandatory Remediation HWESI 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 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%

Course Descriptions

Course Descriptions

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

BSN 206 : Foundations of Nursing Fundamentals

Delivery Modality:	Distance
Semester Credits:	5
Contact Hours:	127.5
Outside Preparation:	An average of three (3) hours per week for every didactic credit hour
Typically Offered:	
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.

Course Number	Delivery Modality	Semester Credits	Didactic Learning	Remote	Experiential Learning	Total
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			CBT	ISBP	VCBP	ISB	VCBC	DFC	IP	AFE	
BSN 215	Distance	2	30								30

BSN 215 : Pharmacology I

Delivery Modality:	Distance
Semester Credits:	2
Contact Hours:	30
Outside Preparation:	An average of three (3) hours per week for every didactic credit hour
Typically Offered:	
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.

Course Number	Delivery Modality	Semester Credits	Didactic Learning			Remote	Experiential Learning				Total
			CBT	ISBP	VCBP		ISB	VCBC	DFC	IP	
BSN 225	Blended	5	21.5	4	4.5	15	45	45		22.5	157.5

BSN 225 : Concepts of Nursing – Health Promotion

Delivery Modality:	Blended
Semester Credits:	5
Contact Hours:	157.5
Outside Preparation:	An average of three (3) hours per week for every didactic credit hour
Typically Offered:	
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 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.

Course Number	Delivery Modality	Semester Credits	Didactic Learning			Remote	Experiential Learning				Total
			CBT	ISBP	VCBP		ISB	VCBC	DFC	IP	
BSN 235	Distance	3	45								45

BSN 235 : Nursing Communication and Informatics

Delivery Modality:	Distance
Semester Credits:	3
Contact Hours:	45
Outside Preparation:	An average of three (3) hours per week for every didactic credit hour
Typically Offered:	
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.

Course Number	Delivery Modality	Semester Credits	Didactic Learning			Remote	Experiential Learning				Total
			CBT	ISBP	VCBP		ISB	VCBC	DFC	IP	
BSN 246	Blended	6	35	7	3	30	45	45			165

BSN 246 : Concepts of Nursing I

Delivery Modality:	Blended
Semester Credits:	6
Contact Hours:	165
Outside Preparation:	An average of three (3) hours per week for every didactic credit hour
Typically Offered:	
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 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

BSN 246 : Concepts of Nursing I

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.

Course Number	Delivery Modality	Semester Credits	Didactic Learning			Remote	Experiential Learning				Total
			CBT	ISBP	VCBP		ISB	VCBC	DFC	IP	
BSN 266	Blended	6	35	7	3	30	45	45			165

BSN 266 : Concepts of Nursing II

Delivery Modality: Blended

Semester Credits: 6

Contact Hours: 165

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

Typically Offered:

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 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.

Course Number	Delivery Modality	Semester Credits	Didactic Learning			Remote	Experiential Learning				Total
			CBT	ISBP	VCBP		ISB	VCBC	DFC	IP	
BSN 305	Distance	4	60								60

BSN 305 : Pharmacology for BMTC

Delivery Modality: Distance

Semester Credits: 4

Contact Hours: 60

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

Typically Offered:

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.

BSN 305 : Pharmacology for BMTC

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.

Course Number	Delivery Modality	Semester Credits	Didactic Learning			Remote	Experiential Learning				Total
			CBT	ISBP	VCBP	ISB	VCBC	DFC	IP	AFE	
BSN 315	Distance	3	45								45

BSN 315 : Pharmacology II

Delivery Modality: Distance

Semester Credits: 3

Contact Hours: 45

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

Typically Offered:

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.

Course Number	Delivery Modality	Semester Credits	Didactic Learning			Remote	Experiential Learning				Total
			CBT	ISBP	VCBP	ISB	VCBC	DFC	IP	AFE	
BSN 325	Blended	4	52.5							22.5	75

BSN 325 : Population-Based Chronic Illness and Health Promotion

Delivery Modality: Blended

Semester Credits: 4

Contact Hours: 75

BSN 325 : Population-Based Chronic Illness and Health Promotion

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).

Typically Offered:

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 Track 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.

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.

Course Number	Delivery Modality	Semester Credits	Didactic Learning			Remote	Experiential Learning			Total
			CBT	ISBP	VCBP	ISB	VCBC	DFC	IP	
BSN 335	Distance	2	30							30

BSN 335 : Concepts of Professionalism, Management, and Leadership

Delivery Modality: Distance

Semester Credits: 2

Contact Hours: 30

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

Typically Offered:

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

BSN 335 : Concepts of Professionalism, Management, and Leadership

improvement, and culturally competent client-centered care. The course will emphasize legal and ethical issues related to leadership and professionalism.

Course Number	Delivery Modality	Semester Credits	Didactic Learning			Remote	Experiential Learning				Total
			CBT	ISBP	VCBP		ISB	VCBC	DFC	IP	
BSN 346	Blended	7	44.5	4	4	15	67.5	45		22.5	202.5

BSN 346 : Concepts of Nursing III

Delivery Modality: Blended

Semester Credits: 7

Contact Hours: 202.5

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

Typically Offered:

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.

Course Number	Delivery Modality	Semester Credits	Didactic Learning			Remote	Experiential Learning				Total
			CBT	ISBP	VCBP		ISB	VCBC	DFC	IP	
BSN 355	Distance	1	15								15

BSN 355 : Capstone Proposal

Delivery Modality: Distance

Semester Credits: 1

Contact Hours: 15

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

Typically Offered:

Prerequisites: Minimum eight (8) semester credits in human anatomy and human physiology, and three (3) semester credits in college-level math; and BSN 246.

BSN 355 : Capstone Proposal

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.

Course Number	Delivery Modality	Semester Credits	Didactic Learning			Remote	Experiential Learning				Total
			CBT	ISBP	VCBP	ISB	VCBC	DFC	IP	AFE	
BSN 366	Blended	7	53	4	3	15	45	45		22.5	187.5

BSN 366 : Concepts of Nursing IV

Delivery Modality: Blended

Semester Credits: 7

Contact Hours: 187.5

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

Typically Offered:

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.

Course Number	Delivery Modality	Semester Credits	Didactic Learning			Remote	Experiential Learning				Total
			CBT	ISBP	VCBP	ISB	VCBC	DFC	IP	AFE	
BSN 375	Distance	2	30								30

BSN 375 : Advanced Issues in Cognition

Delivery Modality: Distance

Semester Credits: 2

Contact Hours: 30

BSN 375 : Advanced Issues in Cognition

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

Typically Offered:

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.

Course Number	Delivery Modality	Semester Credits	Didactic Learning			Remote	Experiential Learning			Total
			CBT	ISBP	VCBP		ISB	VCBC	DFC	
BSN 395	Blended	5	30						135	165

BSN 395 : Entry into Professional Nursing Practice

Delivery Modality: Blended

Semester Credits: 5

Contact Hours: 165

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

Typically Offered:

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.

Course Number	Delivery Modality	Semester Credits	Didactic Learning			Remote	Experiential Learning			Total
			CBT	ISBP	VCBP		ISB	VCBC	DFC	
BSN 425	Distance	3	45							45

BSN 425 : Gerontological Nursing

Delivery Modality: Distance

Semester Credits: 3

Contact Hours: 45

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

Typically Offered:

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.

Course Number	Delivery Modality	Semester Credits	Didactic Learning			Remote	Experiential Learning			Total
			CBT	ISBP	VCBP		ISB	VCBC	DFC	
BSN 435	Distance	3	45							45

BSN 435 : Scholarship and Evidence-Based Practice in Nursing

Delivery Modality: Distance

Semester Credits: 3

Contact Hours: 45

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

Typically Offered:

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 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.

Course Number	Delivery Modality	Semester Credits	Didactic Learning	Remote	Experiential Learning	Total
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			CBT	ISBP	VCBP	ISB	VCBC	DFC	IP	AFE	
BSN 445	Distance	3	45								45

BSN 445 : Concepts of Nursing in the Complex Patient

Delivery Modality:	Distance
Semester Credits:	3
Contact Hours:	45
Outside Preparation:	An average of three (3) hours per week for every didactic credit hour
Typically Offered:	
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.

Course Number	Delivery Modality	Semester Credits	Didactic Learning			Remote	Experiential Learning			Total
			CBT	ISBP	VCBP		ISB	VCBC	DFC	
BSN 465	Distance	3	45							45

BSN 465 : Decision Making in Nursing

Delivery Modality:	Distance
Semester Credits:	3
Contact Hours:	45
Outside Preparation:	An average of three (3) hours per week for every didactic credit hour
Typically Offered:	
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.

Course Number	Delivery Modality	Semester Credits	Didactic Learning	Remote	Experiential Learning	Total
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			CBT	ISBP	VCBP	ISB	VCBC	DFC	IP	AFE	
BSN 485	Blended	2	15							45	60

BSN 485 : Capstone Leadership

Delivery Modality:	Blended
Semester Credits:	2
Contact Hours:	60
Outside Preparation:	An average of three (3) hours per week for every didactic credit hour (This course includes a clinical practice-based project which requires 45 tracked clock hours to receive credit for the course).
Typically Offered:	
Prerequisites:	BSN 355 and BSN 435
Corequisites:	None
Requisites:	None
Description:	This course is a follow-up course to BSN 355: Capstone Proposal, which was taken the first or second 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.

Capstone Projects

Benefits

Learners select an employer-focused topic that is related to nursing in order to apply leadership skills at work, and propose further avenues for evidence-based practices in nursing. In order for a Capstone Project to be successful, learners will develop and refine their project goals, objectives, and results throughout the second and third semesters before completing the final written proposal. BSN Program instructors aid learners in selecting a topic and provide feedback during each step of the Project's timeline.

Learners utilize advanced reasoning skills taught in the BSN Program to uncover potential proposal topics such as the importance of hand washing, tactics to decrease the number of patient falls, and proposing methods to reduce the number of medication errors by nurses. Proposal topics are chosen based on the needs of a learner's employer. Instead of waiting to use the skills and knowledge until after graduation, the BSN Program's Capstone Project is intended to help learners implement solutions now and place them in a position of leadership.

The Capstone Project brings value to employers and to learners willing to step up to the challenge and make a difference in their facility.

There are many benefits to participating and completing Nightingale College's employer-focused Capstone Project. From advancing your knowledge and skills past an ADN competency level, the Capstone Project tests learners ability to apply what has been learners to real-world situations.

The Opportunity to Become an Engaged, Invested Employee

The Project is not to be taken lightly as it is one that asks learners to become engaged in their place of employment and find solutions to challenges that may be faced on a daily basis. Throughout the Project, learners are viewed as invested employees at work because the structure of the course requires learners to recognize and assess policies and procedures.

A Project that Will Set You Apart from Your Colleagues

The Capstone Project is designed to challenge learners to develop a strategy that may be implemented at their current place of employment. The course is designed to train learners in leadership skills and to recognize inefficiencies while providing possible solutions. Learners will learn about vision, creativity, and planning in relation to nursing leadership.

A Means of Advancing Your Nursing Career

Learners are encouraged to get involved at work and look for areas of improvement. Learners who decide to take responsibility for their education will gain significant value from the Project. This Project will help elevate the employer and advance their nursing career.

Ultimately, Securing Your Future

The nursing profession is constantly changing and nurses are required to have the latest skills and knowledge in order to bring value to their employers and colleagues. By completing the Capstone Project, learners have already positioned themselves in a leadership role and have displayed their passion and commitment for advancing nursing practices. Securing a future in nursing requires advanced knowledge and skills, as well as positioning yourself as an asset to the organization.

Capstone Experience

Throughout the Program, learners will engage in didactic instruction with accompanying assignments to prepare them for the final Capstone Proposal that is completed in the final semester of the course. From the start in the class, faculty instructs learners on the purpose, goals, and structure for the Capstone Project. BDN 355: Capstone Proposal is completed in the first semester of the Program and will be completed the final semester in BDN 485: Capstone Leadership.

Capstone Steps

Beginning the Capstone Proposal can be an intimidating first step to take. Use the steps and resources below to begin brainstorming the best topic for your Project and your employer.

1. Define what the ultimate goal is with the Project.
2. Develop the Project's objectives and strategies, and reasoning (background) behind the Project's question.
3. Determine the desired outcomes of the stated objectives and an evaluation technique.
4. Designate the required timeline of Project milestones, budget, and involved individuals.
5. Draft the Capstone Project proposal according to APA guidelines and as a literature review.

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).