

CATALOG ERRATA AND ADDENDA

CATALOG ADDENDA

Dear learners,

Although we make every effort to provide current, complete, and accurate information in the College Catalog, occasionally we need to modify the College Catalog after publication.

Follow the links for the addenda or individual sections to see details in the published Catalog. Please make a note of these changes, which take effect immediately.

Fall Semester 2025

Addendum 1: Grievance Policy – Academic Remedies

Rationale – To better align with current practice and practical realities, learners who are in jeopardy of failing a course are encouraged, rather than required, to meet with LSS strategist for advising.

In-Catalog Modification:

[Grievance Policy](#)

Academic Remedies

When a learner is in jeopardy of failing a course, the Academic Success Plan will be initiated. Learners may refer to the Academic Success Plan section of this Catalog. At the discretion of faculty and the designated academic manager, learners may be counseled and placed on academic probation when other performance criteria are not met, even when the learner is meeting Satisfactory Academic Progress (SAP). For more information, learners may refer to the SAP section of this Catalog. Learners ~~must~~ **may** participate in advising with the assigned Learner Support Services (LSS) strategist ~~and but~~ must meet predetermined terms of probation for the duration of the probationary period. Once the stated terms are met, the probation may be lifted. If the terms are not met, the learner may fail the course and/or be withdrawn from the College.

Addendum 2: Title IX and Faculty Role Philosophy

Rationale – The text below is modified to align with executive orders issued in 2025.

In-Catalog Modification:

[Title IX](#)

Title IX of the Education Amendments of 1972 protects people from sex discrimination in educational programs and activities, including sexual harassment at institutions that receive federal financial assistance. An environment free from discrimination on the basis of sex and free from sexual misconduct is essential to learning. Learners and collaborators form a community of unique individuals that respects and embraces **diversity diverse perspectives** and teaches learners to uphold and support people's differences. A safe learning environment also is essential to learning. Complaints and allegations of sexual misconduct are taken very seriously. Learners impacted by sexual misconduct may use provided resources for help and support

[Faculty Role Philosophy](#)

While the learning is mainly asynchronous, faculty work to create an environment for learning that values contribution, feedback, clarity of expectations, and consistency in applying the standards to individuals. Faculty support learner efforts to transform their individual thinking and motivation to be a force for change within society. Faculty role responsibilities include:

- Assisting learners in becoming more aware of their learning process and their ability to discern what, why and how they are learning; including the various means by which it relates to prior and future knowledge.
 - Working with learners to understand what resources are available to assist their learning process.
 - Having a deeper understanding of how education can alter an individual's ability to motivate change in society.
 - Allowing learners to practice and improve their skills, modes of inquiry, and reasoning through:
 - Application of acquired knowledge and skills that form the core of the course and the area of study it represents.
 - Opportunities to think critically, use analysis, deduction, inference, and other analytical and metacognitive strategies to complete course requirements.
 - Communicating appropriately to the course content to discuss issues and matters related to the concepts.
 - Ensuring viewpoints and perspectives are valued and included in the conversations in reinforcing **diversity diverse experiences** and respect for individual humanity.
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Addendum 3: MSNEd Program Curriculum Plan

Rationale – The number of nursing core courses is adjusted to reflect the correct total.

In-Catalog Modification:

[MSN Ed Program](#)

The MSNEd Program consists of ~~fifteen (15)~~ fourteen (14) 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. The Curriculum Plan table presented below represents a sample curriculum plan for learners.

Addendum 4: Diploma/Program Outcomes

Rationale – The links below are outdated. For current outcome information, learners may consult the College Performance Data page of the website.

In-Catalog Modification:

PN Program - Program Outcomes

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

LPN-to-ASN Program - Program Outcomes

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

BSN Program - 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.~~

RN-to-BSN - Outcomes

~~RN-to-BSN Outcomes are aligned with the Institutional Effectiveness Plan and measure the degree to which the program achieves its stated mission. For current RN-to-BSN Program Outcomes benchmarks, see the RN-to-BSN Program Outcomes Benchmarks Catalog Insert~~

MSN Ed Program - 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.~~

MSN FNP Program - Program Outcomes

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

MSN PMHNP Program - 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.~~

Addendum 5: Foundational Courses, Nursing Core Courses with HESI Requirement

Rationale – With recent changes to the weighting of HESI exams, learners who successfully complete a course but do not receive a passing grade for the corresponding HESI exam are required to complete additional assignments in areas where further preparation is indicated. NURS 95 has been developed to review skills and concepts in preparation for future HESI exams and the licensing exam.

In-Catalog Modification:

Foundational Courses

NURS 95: HESI Support

Delivery Modality: Distance (Online Didactic Instruction); Instructor-Guided

Semester Credits: 0

Contact Hours: 45

Outside Preparation: None

Typically Offered: Fall, Spring, Summer (Subject to Enrollment)

Prerequisites: None

Corequisites: None

Requisites: None

Description: This support course is designed for learners who have successfully completed the didactic and experiential learning portion of a nursing course but did not achieve a passing score on the corresponding HESI exam. The course provides targeted review and skill-building in the specific content areas where the learner demonstrated deficiencies, as identified through their HESI performance report.

With a focus on reinforcing NCLEX-relevant knowledge, learners will engage in guided practice, content review, test-taking strategies, and formative assessments aligned to the NCLEX blueprint. Faculty-led coaching and individualized remediation plans support learners in closing knowledge gaps and building the clinical judgment and critical thinking skills essential for success on future HESI exams and the NCLEX. NOTE: This course is not a required part of any academic program; is not college-level; is not Title IV eligible; is not transferrable to another institution; is not part of any institutional or programmatic accreditation grant; and is offered as a means of preparation for NCLEX, with pass/fail grading.

Nursing Core Courses with HESI Requirement

A learner with a score below 800 on both attempts 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 NURS 95 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 required 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.

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 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 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.