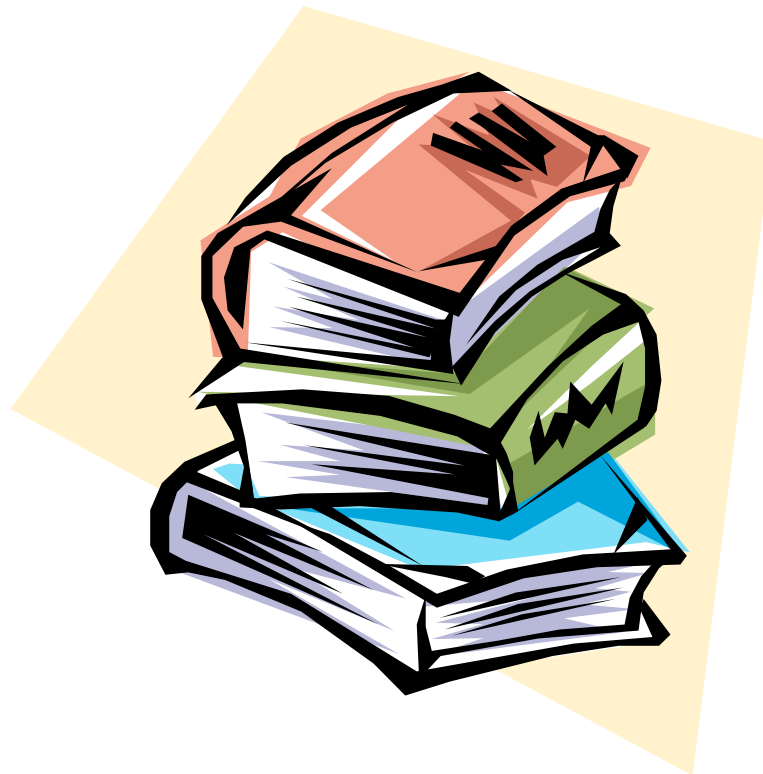


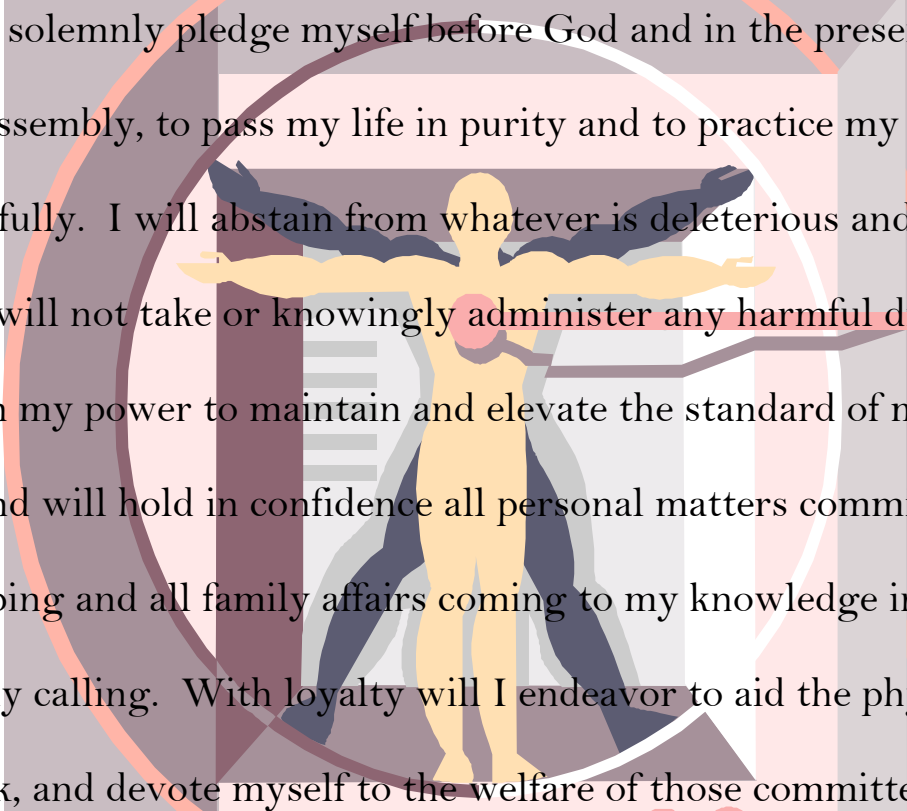
*College of Health Professions  
Department of Nursing*

*Undergraduate Handbook  
2005 - 2006*



Revised June 2005

# The "Nightingale Pledge"



I solemnly pledge myself before God and in the presence of this assembly, to pass my life in purity and to practice my profession faithfully. I will abstain from whatever is deleterious and mischievous, and will not take or knowingly administer any harmful drug. I will do all in my power to maintain and elevate the standard of my profession, and will hold in confidence all personal matters committed to my keeping and all family affairs coming to my knowledge in the practice of my calling. With loyalty will I endeavor to aid the physician, in his work, and devote myself to the welfare of those committed to my care.

**Lystra Gretter, 1893**

**Handbook Updated 6/05**

**Albany State University  
College of Health Professions  
Department of Nursing  
Undergraduate Nursing Student Handbook**

**Section I: *History, Mission, Vision, Philosophy, Accreditation and NCLEX***

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## **Section I: History, Mission, Vision, Philosophy and Accreditation**

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### **INTRODUCTION**

This handbook is prepared for the students in the College of Health Professions, Department of Nursing, Albany State University, to provide information related primarily to the Baccalaureate program in nursing. Policies set forth in this handbook were refined in 1995, 1996, 1997, 1998, 2000, 2001, 2002, 2003, and 2004. Policies are subject to review and revision by the faculty of the Department of Nursing as necessary. The references for general policies are located in the Albany State University Catalog and in the Albany State University Student Handbook.

The Department of Nursing in the College of Health Professions offers the Bachelor of Science in Nursing Degree and the Master of Science in Nursing Degree. The Bachelors Degree program prepares students for the National Council Licensure Examination (NCLEX-RN) and to practice as registered professional nurses.

The program in nursing is approved by the Georgia Board of Regents and accredited by the National League for Nursing Accreditation Commission (NLNAC). The address of the NLNAC is 61 Broadway 33<sup>rd</sup> Floor, New York City, NY 10006.

### **GREETINGS FROM THE DEAN – Dr. Joyce Y. Johnson, Dean, College of Health Professions**

Welcome to Albany State University, College of Health Professions, Department of Nursing. What a phenomenal experience you have in store for you as a nursing student and after graduation as a baccalaureate-prepared registered nurse (RN)! The world of health care delivery is dynamic, demanding, and daunting. The profession of nursing, however, plays a pivotal role in helping patients meet their health care needs in a caring and holistic way.

You are beginning your journey in professional nursing. For those of you in school for the first time, this is the initial stop on a trip with many possible destinations. Those of you continuing your nursing education know that this is one of many new stops on your ongoing journey. You may end your journey in a staff nurse position in an emergency room, a CEO position in your own nurse-run clinic, or a Dean position in a College of Nursing. You don't have to know your ultimate final destination, but we are delighted you have planned to stop at Albany State University. As a nursing student you will be challenged to devote your time and energies to reading, studying hard and preparing well so that you can provide the best care possible for your patients and become the best nurse you can be.

We, the faculty, are here to guide you through the program so that you can be as successful as possible. I counsel you to put premium gas in your tank (rest and good nutrition), keep your engine tuned up (perfect class attendance, consistent study with tutoring when needed), keep that road map handy (syllabus and schedule of classes/tests), and stay determined to reach each mile-marker safely (passing exam/course grades) until you reach the end of this leg of your journey (graduation). Consult the faculty if you have any road debris or traffic jam that may prevent you from having a successful trip. Obey the rules of the road, follow the directions, seek help if you get lost, get back on track quickly, and you will successfully reach the end of this stop in your journey. (Your name, \_\_\_\_\_ RN, BSN).

I encourage each of you today to write your vision below, make it plain so that you may run and not faint. Remember that at Albany State University, our motto is “Students First!” We are here to serve and assist you in your journey. Best wishes to each of you.

### **GREETINGS FROM THE CHAIR – Dr. Linda Grimsley, Chair, Department of Nursing**

The Faculty and I are pleased that you have chosen Albany State University for your undergraduate education in nursing. We congratulate you on your choice and are confident that you will find your educational experience here rewarding and beneficial for many years to come.

The Nursing Student Handbook has been compiled by the Faculty, with student input, in order to present information and policies that are important to your successful completion of the Baccalaureate in Nursing. You are responsible for adhering to the policies and procedures written in this Nursing Student Handbook. I suggest that you read this handbook during your first nursing course so that you are familiar with the Department of Nursing policies and procedures. If you have questions or concerns about any information you read in this handbook, be sure to ask your instructor or advisor for clarification. Your suggestions are welcome for inclusion as additional information that you think would be helpful to your fellow students.

Policies and procedures are subject to change. Faculty reserve the right to revise policies, procedures, and curriculum found within this handbook at any time deemed advisable and appropriate for student success.

## HISTORY OF ALBANY STATE UNIVERSITY

Albany State University (ASU), established originally as the Albany Bible and Manual Training Institute and supported by private and religious organizations, was founded in 1903 by Dr. Joseph Winthrop Holley. The Institute provided religious and manual training for African-American youths of Southwest Georgia. The mission was to train teachers to teach basic academic skills and to train in the trades of industries, with special emphasis on domestic science and art. The Institute remained a privately supported Institution until 1917.

In 1917, the Institution became a state-supported, two-year college with a Board of Trustees, and its name was changed to Georgia Normal and Agricultural College. Offering only a limited program in agriculture, the college viewed as its primary purpose the training of elementary teachers. In 1932, the Board of Regents was established, and the Institution became a part of the newly established University System of Georgia.

In order to meet the changing needs of society, the mission of the college was expanded in 1943, and the college was granted a four-year status and was authorized to confer the bachelor's degree in Elementary Education and Home Economics. At this time, the Institution assumed its name of Albany State College. Six years later, the program of the College was again expanded to include offerings in the arts and sciences, with majors in the humanities and social studies. In 1961, the baccalaureate nursing program was initiated as a Division of Nursing.

Always striving to address the educational needs of the time, the graduate studies program, a cooperative effort with Georgia State University, was added to the curriculum during the fall of 1972. Under this program, master's degrees were offered in business education, mathematics education, elementary education, English education, health and physical education, music education, and science education (biology, chemistry, and physics). In the spring of 1975, a master's degree in business administration, through Valdosta State College, was added to the graduate program.

The Division of Nursing received initial accreditation by the National League for Nursing in December, 1982. Under College reorganization in 1985, the nursing program was designated a school with two (2) departments, Nursing and Allied Health Sciences. This school's designation placed the authority of its leader, a nurse, with the status of academic dean directly responsible to the Vice President for Academic Affairs in addition to the other four (4) Deans, (Deans of Arts and Sciences, Business, Education and Graduate School).

Albany State College was approved to award the Master of Business Administration Degree and the Master of Education Degree in Fall, 1981. By the 1982 Spring Quarter, the Board of Regents had also granted approval for the College to offer the Master of Science Degree in Criminal Justice. After the Graduate School became the fifth academic unit of the College, the Cooperative Education Specialist in Educational Administration and Supervision with the University of Georgia was offered.

The newest programs, the Master of Public Administration and the Master of Science in Nursing Degrees, became effective Fall Quarters 1987 and 1988, respectively. The Master of Science in Nursing areas of concentration were Clinical Nurse Specialist, Nurse Educator and Nursing Administrator. In 1994, the School received approval to offer the Family Nurse Practitioner Concentration. On June 11, 1996, the College's name was officially changed to

Albany State University. Alumni data indicate that Albany State University Nursing Graduates are widely represented at all levels and fields of professional nursing.

## **MISSION STATEMENT OF ALBANY STATE UNIVERSITY**

Albany State University, a historically black institution in Southwest Georgia, has been a catalyst for change in the region from its inception as the Albany Bible and Manual Training Institute, to its designation as University. Founded in 1903 to educate African-American youth, the University proudly continues to fulfill its historic mission while also serving the educational needs of an increasingly diverse student population. A progressive institution, Albany State University seeks to foster the growth and development of the region, state and nation, through teaching, research, creative expression, and public service. Through its collaborative efforts, the University responds to the needs of all its constituents and offers educational programs and services to improve the quality of life in Southwest Georgia.

The primary mission of Albany State University is to educate students to become outstanding contributors to society. Offering Bachelor's, Masters, and Education Specialist degrees, and a variety of non-degree educational programs, the University emphasizes the liberal arts as the foundation for all learning by exposing students to the humanities, fine arts, social sciences and the natural sciences. Global learning is fostered through a broad-based curriculum, diverse University activities, and the expanding use of technology.

A leader in teacher education, nursing, criminal justice, business, public administration and the sciences, Albany State University provides a comprehensive educational experience with quality instruction as the hallmark of all of its academic programs. The University embraces the concept of "students first" as a core institutional value and is committed to "education on a personal level." The University advocates the total development of students, especially the underserved, and provides a wholesome academic environment in which students can study, learn and develop through their interaction with fellow students, faculty, staff, administrators, visiting scholars and community leaders.

Consistent with the core mission of the University System of Georgia, Albany State University exhibits the following characteristics:

- a. a supportive campus climate, necessary services, and leadership and development opportunities, all to educate the whole person and meet the needs of students, faculty and staff;
- b. cultural, ethnic, racial, and gender diversity in the faculty, staff and student body, supported by practices and programs that embody the ideals of an open, democratic, and global society.
- c. technology to advance educational purposes, including instructional technology, student support services and distance education;
- d. collaborative relationships with other System institutions, state agencies, local schools and technical institutes, and business and industry, sharing physical, human, information, and other resources to expand and enhance programs and services to the citizens of Georgia.

With other state universities in the University System of Georgia, Albany State University shares:

- a commitment to excellence and responsiveness within a scope of influence defined by the needs of an area of the state, and by particularly outstanding

programs or distinctive characteristics that have a magnet effect throughout the region or states;

- a commitment to a teaching/learning environment, both inside and outside the classroom, that sustains instructional excellence, serves a diverse and college-prepared student body, promotes high levels of student achievement, offers academic assistance, and provides developmental studies programs for a limited student cohort;
- a high quality general education program supporting a variety of disciplinary, interdisciplinary, and professional academic programming at the baccalaureate level, with selected Master's and Education Specialist degrees, and selected Associate degree programs based on area need and/or inter-institutional collaborations;
- a commitment to public service, continuing education, technical assistance and economic development activities that address the needs, improve the quality of life, and raise the educational level within the University's scope of influence;
- a commitment to scholarly and creative work to enhance instructional effectiveness and to encourage faculty scholarly pursuits, and a commitment to applied research in selected areas of institutional strength and area need.

While Albany State University shares much in common with other state universities, it is dedicated to preparing leaders for the under-served population and committed to the following distinctive purposes:

- providing of quality educational experiences for under-served populations in the region, state and nation;
- promoting and preserving of the historical and culturally distinctive traditions which define African-American culture;
- offering of a comprehensive array of programs in health care services, community development, human disabilities, cultural enhancement, business and economic development, international trade and entrepreneurship;
- graduating marketable students not only through technologically advanced academic programs but also through undergraduate research, studies abroad, internships, service learning and developmental pre-professional experiences;
- Improving the quality of life of African-American males via the educational, research, intervention and service programs coordinated through the Center for the African-American Male.

## **VISION STATEMENT**

by Dr. Portia H. Shields, President

I see a small, vital, and brand new university supporting a dynamic twenty-first century curriculum for academically able students who reflect the diversity of America. Yet, it is a university proudly retaining and protecting the heritage of its founding such that it is welcoming to alumni and old friends throughout the generations. This is an institution that, having carved out its unique role in the excellent University System of Georgia, applies all of its intellectual and creative energies utilizing current and attracting new resources from the community, the region, the state, the nation, and indeed, from international sources in accessing academic excellence for its students. In return, this great new university contributes meaningfully from its own resources, especially in the Albany community, providing enabling leadership and service to insure a brighter future for Albany residents as well as for Albany State students.

I see an institution that models the excellence it expects of all who venture in to work, to play or to study. Administrators are friendly, sensitive managers of quality who address the needs of students and parents, ever seeking ways to make each matriculation run smoothly, and ever assisting faculty colleagues in making programs of study cutting edge in design and worthy of work.

I envision strong, well prepared faculty, breeders of new and provocative ideas, presenting challenging requisites assignments--that extend campus boundaries and reflect understanding of, build upon, then raise the capacity of each learner to become a reflective problem solver. Faculty in this institution are available for mentoring, nurturing, supporting, motivating, challenging, encouraging and assisting when students need them, and are present to wholeheartedly support colleagues, administrators, and other staff in achieving the collective vision of this fine university. Faculty--competent teachers, researchers, and community service providers--engage in career development through action plans supported by the hierarchy and reinforced by technology, research assistance, and opportunities to join and participate within the professional organizations that under gird academic preparation.

I see staffs who are competent, well trained and friendly, supporting students, faculty and administrators. Training for staff is regularly reinforced with ample opportunity for career advancement and is rewarded for good work. Through synergistic collaboration, these stakeholders, all, recognize the need for systemic change--not merely on the outside, but inside-out as well--and are the source for significant interactive, reflective exchanges of good ideas to advantage our organization. They are commended for the service they provide and are rewarded both intrinsically and extrinsically.

Finally, I envision a friendly, welcoming, safe and secure place, inclusive of the rich diversity of cultures within the state of Georgia, where people enjoy working together for the single purpose of achieving commencement for every student.

## **ASU DEPARTMENT OF NURSING HISTORY**

In September of 1961, under the leadership of Mrs. Rosa Storrs, BSN, Tuskegee Institute, the Baccalaureate Nursing Program, third to be established in the State of Georgia, was initiated at Albany State College as a Division of Nursing, following approval by the Georgia Board of Nursing in July of the same year. The first class included twenty-seven (27) students.

Following a brief affiliation with Phoebe Putney Memorial Hospital in the early 1960s under the direction of Mrs. Eleanor Winder, clinical agreements for student practice were established with hospitals in distant communities such as Miami, Florida; Atlanta, Georgia; Columbus, Georgia; Savannah, Georgia; Tuskegee, Alabama; and Marietta, Georgia. In 1967, an outstanding nurse educator recognized by the National League For Nursing, Mrs. Lillian Harvey, Dean of Tuskegee Institute School of Nursing, served as curriculum consultant to the Nursing Program. Subsequently, the College again pursued rigorously a course to utilize local health facilities for the clinical education of nursing students. Nursing leaders such as Mrs. Eleanor Winder (10 years) and Mrs. Mildred Pryse (3 years) were successful in this challenging effort.

In 1975, to address the educational needs for the Division of Nursing, Mrs. Patricia L. Starck was appointed Chairperson of the Division of Nursing. Faculty qualification and nursing enrollment improved under her leadership. Mrs. Starck (now Dr. Starck) was also successful in initiating a special project grant and securing the Division's first Nursing Capitation and Title III awards.

In September 1977, Dr. Lucille B. Wilson was appointed Chairperson of the Division of Nursing. During the 1977-78 period, all nursing faculty were prepared at the master's level with two (2) having doctoral degrees.

In August 1980, the Division of Nursing moved from the Brown Hall to a larger facility, the L. Orene Hall Nursing Building. By the early 1980s, the Orene Hall Building became inadequate due to growing space needs for the nursing program. (This facility, located next to the Flint River, was later irreparably damaged for use as an academic facility during the Flood of 1994.)

By 1982, under the direction of Dr. Wilson, the Division of Nursing received Initial Eight Year Accreditation by the prestigious National League for Nursing, Council of Baccalaureate and Higher Degree Programs, effective 1982-1991.

In 1985, the Nursing Program became the School of Nursing and Allied Health Sciences, with two departments. Dr. Wilson was named Dean and Chairperson of both departments with two coordinators assisting her in respective departmental management functions (Ms. Jean Walker, Nursing and Mr. Richard Miller, Allied Health Sciences). In 1989, Mrs. Linda Grimsley (now Dr. Linda Grimsley) was named Coordinator for the B.S.N. Program following Ms. Jean Walker's death.

On June 11, 1996, the college's name was officially changed to Albany State University. In 1998, the School's name was officially changed to the College of Health Professions, including departments of Nursing and Allied Health Sciences. The Department of Allied Health with its focus on the health care administration degree program is now coordinated by the

College of Business. In 1999, Linda Grimsley became Chair of the Department of Nursing and currently serves in that position.

In July 2003, Dr. Wilson retired and Dr. Joyce Y. Johnson became the Dean of the College of Health Professions. The College of Health Sciences is now comprised of the Department of Nursing and alumni data indicate that Albany State University Nursing Graduates are widely represented at all levels and fields of professional nursing.

## **DEPARTMENT OF NURSING PIN AND HISTORY OF PIN**

The nursing school pin symbolically reflects the broach presented to Florence Nightingale in 1855 by Queen Victoria of England for Miss Nightingale's work in the Crimean War as a mark of esteem and gratitude for her devotion toward the Queen's brave soldiers from Victoria. Her pin contained a red enamel cross, surmounted by a diamond crown, that bore the words "*Crimean*" and "*Blessed are the merciful.*"

The pin of the Albany State College School of Nursing, originally designed for the first graduates of 1965, has been modified twice since that time. The current design is that of a gold lamp encircled by a blue border bearing the name Albany State University Department of Nursing BSN. Blue and gold are the colors of the University. Gold represents a valued resource, the cross represents compassion, and the lamp symbolizes the Founder of Modern Nursing, Florence Nightingale, who utilized a lamp as she tended the rows of wounded men during the Crimean War at night. The lamp represents bright vision and a steady glow of commitment. The Bachelor of Science in Nursing (BSN) degree represents graduation from the first professional program in nursing, connoting leadership and wisdom in the clinician role of nursing.

The pin, which reflects professionalism, is distinctive of the ASU Department of Nursing and is a part of the uniform. It should be worn on the left collar and is presented to graduating nursing students prior to formal baccalaureate commencement exercises.

## **STATEMENT OF PHILOSOPHY**

The College of Health Professions is committed to the overall mission of Albany State University. In addition to graduating a diverse student body in nursing, we are proud to offer the professional degree in nursing. The BSN degree provides the foundation for advanced and graduate study in nursing. The goal of our Programs in general are to increase the number of nursing graduates who are adequately prepared to enter the healthcare workforce and provide holistic, culturally-competent care, thereby decreasing the shortage that the nation in general, and the South, in particular, currently face.

The faculty of the Department of Nursing believes that the primary concern of nursing is meeting the health needs of people, families, and communities. Therefore, the philosophy reflects the faculty conceptualization of the interrelatedness of person(s), health, environment and nursing. The philosophy further explicates our beliefs regarding teaching-learning and nursing education on the baccalaureate and masters levels.

## PERSON:

A person is viewed as a unique holistic being in a continuous state of becoming who operates as an open system, who behaves as an integrated whole, and who utilizes adaptive mechanisms in responding to needs. These needs include both internal and external stressors, which result in behavioral and physiological changes throughout the life span.

A person exists within the context of culture and groups in local and global communities. Each person has the potential for management, self-direction and self-fulfillment. This could influence a person's growth process, individual communicative abilities and self-care behavior. Nursing respects the rights of and self-care abilities of the individual as an active participant in health care.

## HEALTH:

Health is a state of being and is viewed on a continuum, or series of events, rather than an absolute state. This continuum ranges from wellness to illness and death across the lifespan. The interactive behaviors, which the person utilizes in response to stressors in the internal and external environment, become major determinants of her/his level of wellness. The faculty's view of health incorporates the well being of the individual, family, community, and society as a whole. Nursing has the responsibility to advocate for quality health care for all.

## ENVIRONMENT:

The environment is both internal and external, and involves all factors and/or influences surrounding the person. The internal environment consists of all forces or interactive influences contained solely within the person. The external environment consists of all forces or interactive influences existing outside the person including family interactions, socio-cultural, political and community variables. Both the internal and external environments influence each other. Responses of the person emanate from the internal environment. The internal environment is constantly challenged to meet environmental demands as well as maintain integrity and optimal health. We believe, as Florence Nightingale stated, that the purpose of nursing is to put the patient in the best condition for nature to restore or to preserve health (Craven, 2002).

## NURSING:

Nursing is a professional practice discipline that merges art and science for the purpose of assisting others in meeting their health needs. It involves a process that promotes health and wellness and prevents illness. Nursing provides care by assisting individuals to meet health needs and/or experience a peaceful death.

Nurses operationalize their roles through the processes of communicating, providing care, decision making, problem solving, scientific inquiry, teaching, managing and acting as change agents and as patient advocates. The efficacy of nursing is enhanced by nurses acting as dynamic forces in influencing and shaping policies that affect the health care of diverse client systems and communities.

## TEACHING-LEARNING:

Education involves the acquisition of knowledge, skills, and attitudes that assist individuals to improve themselves and society. Learning, the product of education, is a complex developmental process that results in a change in the behavior of the individual. Learning is affected by perception, motivation, experience, orientation, and the educational environment. It varies in rate and style. Insightful, reflective learning is viewed as most valuable in assisting students to acquire the knowledge, skills, and attitudes necessary to practice nursing effectively.

Learning is a lifelong process that reflects the individual's integration of physical, intellectual, emotional, and interpersonal experiences. The learner is an active, inquisitive being. Learning is a cooperative process whereby instructors facilitate and provide appropriate, varied theoretical, professional, pragmatic learning situations and applications. The learner has the opportunity to develop the ability needed to respond to diverse people and situations.

Teaching involves the use of innovative strategies to facilitate students in their acquisition of knowledge, skills, and attitudes. The core curriculum provides a foundation for the study of nursing concepts. Global learning of the core nursing concepts of man, health, environment, and nursing is fostered through a broad-based curriculum, diverse University and community activities, and the expanding use of technology.

## NURSING EDUCATION:

Nursing education is that process which fosters acquisition of nursing knowledge, skills, values, and effective leadership. Professional nursing education enables graduates to synthesize knowledge, skill, and values needed to make responsible judgments in the management of varied and sometimes complex nursing problems. Clinical decision making (CDM) is based upon the provision of nursing education strategies that encompass the use of technology, critical thinking and the work-based paradigm. Efforts to promote students' retention through early socialization to the nursing role are addressed through academic advisement, counseling, dynamic, creative, and relevant curricula, and utilization of advanced technology.

Faculty serve as facilitators of learning, role models of professionalism and provide examples of scholarship. The faculty is entrusted with the development and implementation of curricula which includes the selection of educational experiences and teaching strategies that ensure the student opportunities to acquire knowledge and skills related to practice and professional growth.

The basic preparation for professional nursing practice is the baccalaureate level. Baccalaureate education prepares the nurse to function as a generalist utilizing the triad of research, teaching, and practice in providing nursing care in traditional and nontraditional settings. The professional nurse is broadly prepared to assume responsibilities as a leader, client advocate, change agent, health care provider, health teacher, and consumer of research. Baccalaureate education also prepares the graduate for further educational endeavors and future roles in nursing.

Masters education prepares a nurse for advanced nursing practice and is based on the creative application of knowledge, skills, and processes from the behavioral and natural sciences, nursing, and humanities. The masters program extends the theoretical foundations of nursing

practice. It is designed to prepare an individual who is highly knowledgeable in advanced clinical nursing and who is able to make a significant contribution to health care.

While the generalist of the baccalaureate program functions as care giver, manager of client care, health care advocate, and change agent, the masters prepared nurse assumes roles as researcher, educator, administrator, nurse practitioner, and clinical nurse specialist.  
(Revised/approved: September 2003)

## **PROGRAM OUTCOMES**

Outcomes reflect the philosophy and the characteristics of the graduates of the baccalaureate program as defined by Albany State University Department of Nursing. These outcomes are congruent with the characteristics of graduates of baccalaureate programs established by the Council of Baccalaureate and Higher Degree Programs of the National League for Nursing. The outcomes also advance the mission of Albany State University and are in compliance with current Educational Rules of the Georgia Board of Nursing.

### **Baccalaureate Program Outcomes**

At the completion of the program the graduate will:

1. Assume responsibility and accountability for personal actions and professional development.
2. Think critically using the nursing process and synthesized knowledge from nursing, humanities, sciences, and advances in technology in providing holistic, safe, effective care to individuals, families, groups, and communities across the lifespan.
3. Utilize therapeutic communication and interventions to provide professional nursing care for health promotion and maintenance, illness care, and rehabilitation of socio-culturally diverse clients in various setting.
4. Assume beginning leadership roles, including collaborating with members of interdisciplinary teams, in providing quality care and advocating for care based on ethical, legal, political, and spiritual variables.
5. Utilize research to provide evidence-based practice to advance professional nursing practice and the delivery of health care.

### **STATEMENT OF PURPOSE:**

The purposes of the Baccalaureate Program in Nursing are to:

1. promote learning and professional development within the total University experience.
2. prepare a nurse generalist to assume beginning professional nurse leadership roles.
3. provide a foundation for graduate education.

## **ACCREDITATION AND APPROVAL OF NURSING PROGRAMS**

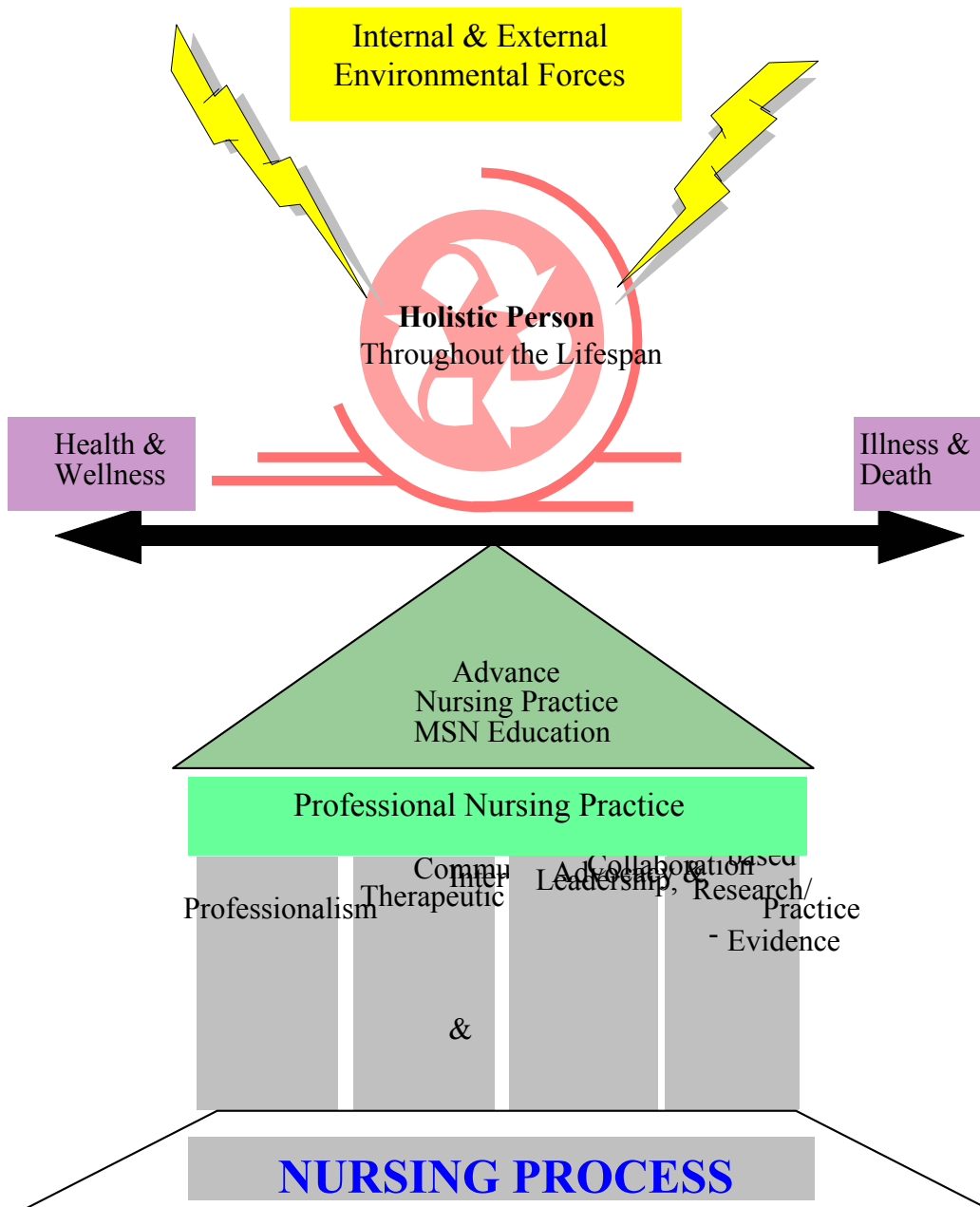
Albany State University is accredited by the Southern Association of Colleges and Schools (SACS) as a Level IV institution. Nursing programs are accredited by the National League for Nursing Accrediting Commission (NLNAC) and the Baccalaureate Program in Nursing is approved by the **Georgia Board of Nursing**.

NLNAC, Inc.  
61 Broadway- 33<sup>rd</sup> Floor  
New York, NY 10006  
(212) 363-5555 x153  
[www.nlnac.org](http://www.nlnac.org)

Georgia Board of Nursing  
237 Coliseum Drive  
Macon, Georgia 31217  
(912) 207-1640

<http://www.sos.state.ga.us/plb/rn/default.htm>

**ALBANY STATE UNIVERSITY  
COLLEGE OF HEALTH PROFESSION  
DEPARTMENT OF NURSING**



## **Section II: Admission, Progression, Retention, Readmission, Graduation, Post- graduation and Termination Policies**

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### **ADMISSION POLICIES AND CRITERION:**

#### ***Generic Nursing Student Admission***

1. The generic nursing student is admitted to the professional nursing program during the Fall Semester of his/her Sophomore year while taking the last of or after completion of all science courses and admission criteria.

2. By early April of each year the admission committee will review all applications and make recommendations for admission of no more than 20 students per faculty member. The recommendations will be submitted to the Chair of the Department of Nursing for approval. The student will receive written notification of the admission decision to the nursing program by the Chair of the Department.

3. The student is responsible for reviewing admission forms each semester with his/her advisor to discuss progression and plan for admission to the nursing program.

### **EQUAL OPPORTUNITY-NONDISCRIMINATORY POLICY**

Albany State University admits students of any race, color, sex, or national or ethnic origin to all the rights, privileges, and activities generally accorded or made available to all its students. (See Rams Student Handbook, pg 43).

### **SPECIFIC ADMISSION CRITERIA TO THE GENERIC NURSING PROGRAM**

**For admission into the Nursing Program, the following are required:**

1. Completion of previous core curriculum with a minimum grade of “C” in each course and in institutional requirements (Nursing Curriculum Pattern-Appendix; Nursing Guidesheet- Appendix).
2. A cumulative GPA of 2.75 in core courses.
3. Current enrollment in the last of (or completion of) all required basic science courses including anatomy and physiology, microbiology, and chemistry (or other approved science sequence in Area D) with a grade of “C” or higher in each course, and no more than one (1) failure in any one of the science courses. (Only one failure in science courses is allowed. If the science failure occurred more than 5 years ago, the student may repeat the course one time.)
4. Generic nursing students considered for admission must have anatomy and physiology course(s) that are less than 6 years old at the time of potential admission into the nursing program. If the anatomy and physiology course(s) is/are older than 6 years, the student must retake the course(s) and pass with a “C” or better. The student can elect to challenge the course(s) by passing a national standardized exam on the content at the national average/percentile. (Adopted 1/2004, Updated 6/2004)
5. Students seeking admission to the Nursing Program must pass the Regents Exams with no more than two (2) attempts on each component of the Exams.

6. Completion of NURS 1231: Professional Nursing Orientation Seminar with a grade of “C” or higher. Students who have not met requirements of NURS 1231 must demonstrate knowledge of content.

*Note: students will complete standardized nursing diagnostic exams prior to admission or during the first weeks of classes after admission.*

7. A completed health record must be on file in the Student Health Services indicating that all current health policies in the Department of Nursing have been met.
8. A current CPR (cardiopulmonary resuscitation)/basic cardiac life support (BCLS) card. All students must be certified by the American Heart Association (AHA) in Child and Adult basic cardiac life support (BCLS) for health care providers. This certification must be maintained throughout the program (renewed every two years). An outdated CPR certification will prohibit the student from attending clinical practice experiences.

### ***Appeal for Admission:***

*Students who do not meet the admission requirements or whose admission has been denied may request an interview (appeal) with the Nursing Admission Committee for a review of his/her entire collegiate academic record.*

**All Students** should see their advisor prior to completing an application to the Nursing Program. Eligible students who do not meet admission criteria are encouraged to enroll in the Elective Foundations courses. For example, students may enroll in NURS 2112-Foundations of Professional Nursing or NURS 2121: Foundations of Pathophysiology while working to meet admission requirements. These courses will prepare students for progression in the nursing program once they have met the pre-requisites.

### ***RN Student Admission***

The Albany State University Bachelor of Science in Nursing Degree program follows the collaborative Georgia RN-BSN Articulation Model for Registered Nursing Students. (See Appendix)

The Georgia RN-BSN Articulation Model is followed for RNs. No validation testing for prior nursing content, including nutrition and pharmacology, is required for students who meet the appropriate criteria of the model.

During registration of RN students for NURS 4240 (Community Health Nursing) and NURS 4344 (Senior Seminar), the nursing faculty verify the RN’s original Georgia license and subsequently sign a form indicating that the license is current. Students must also present a copy of the signed license during the admission process and each subsequent year of nursing education until graduation.

*(Criteria of articulation model on file in the Department Chair’s Office or at the Georgia Board of Nursing, 237 Coliseum Drive, Macon, GA 31217-3858 – Website: <http://www.sos.state.ga.us>)*

### ***Transfer Nursing Student Admission***

1. A student transferring into the nursing curriculum from an accredited four-year institution will be required to meet the above admission criteria and will follow the generic

curriculum pattern including completion of required courses prior to clinical course entry. Credit for any nursing courses taken will be evaluated on an individual basis.

2. A student transferring from another nursing program with one failure in a nursing course may be considered for admission to upper level nursing but must obtain a core GPA of 3.0 for 2 semesters in courses recommended by faculty before admission. The failure transferred in will count as the first failure.

3. A student who has failed (D or less) two nursing courses, whether at a two-year institution or at a four-year institution, will be ineligible for admission. Consideration may be given if the failures occurred over 5 years prior to application for admission or if the student has obtained an LPN or RN degree since the two nursing course failures.

*(Appeals must be made in writing to the Admissions Subcommittee and submitted to the Department of Nursing at the time of admission or after the second failure.)*

### **READMISSION/PROGRESSION AFTER ABSENCE FROM PROGRAM**

Students who were enrolled under previous admissions requirements must meet current admission requirements, effective Fall Semester 2004, unless they continue through the program uninterrupted.

- A student who has been out of the program for one semester, must successfully complete designated check-offs in the Skills Lab in the semester prior to their return. If the student is unable to successfully demonstrate skills (within two attempts), the student may be required to retake the nursing course (or related foundations course) previously successfully completed in order to insure current knowledge of the content. The student will be informed about the process for completing the designated check-offs. The student must meet current CPR requirements and submit a completed health form at the time of his/her return.
- The summer semester will not be included as time out of program.
- A student who has been out of the program for two or more semesters must meet the requirements in the first paragraph in addition to validating previously passed nursing courses through examination and skill check-offs as applicable.
- Students who fail or withdraw from a nursing course and wish to continue to the next semester must submit a letter to the Chair indicating intent to continue in the program within a week of failure or withdrawal.
- It is the responsibility of the student to be aware of changes in requirements or policies for both the University and the Department of Nursing during his/her absence.
- Students who are not enrolled in courses for one year at Albany State University must re-apply to the College of Health Professions, Department of Nursing.
- Other re-entry requirements may be designated by the nursing faculty.

- When a student's program of study is interrupted by more than one semester, the student is subject to the policies and procedures of the department in place at the time of the student's return to the program.

Adopted 2/2004

### **COURSE VALIDATION PROCESS**

A list of validation requirements has been prepared for each course level. Students who have not been enrolled in clinical nursing courses at ASU within the past semester will be required to validate skills and if longer than one year the student must validate both skills and course knowledge is current. Students who transfer nursing courses from other programs will be required to validate that knowledge is comparable with ASU course content.

### **GRADE CALCULATION POLICY (FOR STUDENTS WITH REPEATED COURSES)**

The University provides an opportunity for students to repeat courses in which unsatisfactory grades are earned. The following stipulations apply:

1. Effective for all undergraduate students enrolled Fall Quarter, 1997 or after, only **the first passing grade** will be used to compute the GPA for a student who chooses to repeat a course for which a grade of **D** or **F** was earned.
2. The **first passing grade earned above D** will be reflected in the cumulative GPA, in lieu of the prior grades.
3. Grade (s) earned in any subsequent repeat of the same course will not be counted.
4. In applying the criteria for determination of honors and other awards, all grades will be used in the calculations.
5. Published College/departmental policies may supersede the above in instances where those policies may be more stringent.\*

\*In the Department of Nursing, only core grades are reviewed for admission into the Program. See the Nursing Admission Policy regarding number of failures.

### **ADVISEMENT AND REGISTRATION**

1. All Albany State University Freshmen Students receive by mail information regarding their first registration appointment and advisement. During Freshman orientation students have their first opportunity to register for core courses with the Department of Nursing—(See Guidesheet—Appendix)

2. Thereafter, currently enrolled students receive information about PHASE I REGISTRATION AND ADVISEMENT for the next semester during the midterm via internet or campus mailings. PHASE II AND PHASE III REGISTRATION AND ADVISEMENT OCCUR AT THE BEGINNING OF EACH SEMESTER. General student advisement is held at the University approximately one month prior to registration each semester.

3. During Freshman orientation, Freshman Nursing Students should meet with Nursing Faculty (or BSN Coordinator) and are given the currently published sequence of nursing courses and their pre-requisites.

4. During this meeting in their first semester Freshman Nursing Students receive their Curriculum Pattern and are advised of the courses they are required to take to be successful and graduate in four years.

5. Each semester thereafter, students receive notice about advisement and registration timelines and time periods via internet or campus mailings. Notices are also posted around the school, in the University Calendar and as mass email.

**6. Nursing students are directed to one of five designated advisors for their specific curriculum plan**-- two Faculty advisors for Freshman Nursing Students, one Faculty advisor for Sophomore Nursing Students, one Faculty advisor for Junior Nursing Students, and one Faculty advisor for Senior Nursing Students. One freshman faculty advisor remains with the cohort of students as they progress through the program. Specific Nursing Advisor's name and office number are posted in the Nursing Office according to ASU student classification. RN to BSN students are advised by the Department Chair or faculty designate.

7. During the University's scheduled registration and advisement times, nursing students may walk-in for advisement or schedule an appointment with the appropriate advisor for their level. Beginning Spring Semester 2005 advisement/registration, students must secure a registration pin from their advisor prior to beginning computer registration.

8. During each Freshman advisement/registration session, student/faculty review and complete/revise the following forms together.

- a. Curriculum Pattern (See Appendix).
- b. Admission Criteria for the Nursing Program and Requirements for NURS 2231 Form. (See Appendix)
- c. Guide Sheet (See Appendix)
- d. Course Registration Sheet (See Appendix)

9. When the currently enrolled (Sophomore) Nursing Student has completed all of the pre-requisites, the advisor again reviews with the student the Admission Criteria for the Nursing Program and Requirements for NURS 2231 form. During this advisement and registration session, the student also reviews the above mentioned forms (a, b, c & d).

10. After the student is admitted to the program, during subsequent advisement and registration sessions, the student and faculty review and update their plan on the course registration sheet and BSN guide sheet until graduation. ***If students follow the recommended curriculum pattern, progression through the nursing program within 4 years is possible.***

### **PROGRESSION POLICY**

1. The Student is responsible for adhering to all pre-requisite and co-requisite requirements as stated in the Department of Nursing Handbook and as described in the University Catalog.
2. Satisfactory performance in the course, including passing of teacher-made and standardized test(s), and in the clinical area is necessary for a passing grade in each clinical course and for progression in the nursing program. A student who receives an unsatisfactory grade in a nursing course (clinical or non-clinical course) will be allowed to repeat the nursing course one time when it is offered again in the curriculum at Albany

State University. An unsatisfactory means that the student will be unable to progress in the nursing program until the same course is satisfactorily completed.

3. In order to graduate from the Albany State University, Department of Nursing, the senior Generic nursing student must pass all required courses and must pass the Comprehensive Standardized Examination in Senior Synthesis as this serves as the Departmental Exit Examination.
4. In order for the RN-BSN student to graduate from the Department of Nursing at ASU, the senior nursing student must pass, with a score of 75%, the Comprehensive Final Examination in Senior Seminar as this serves as the Departmental Exit Examination.

TIME LIMIT:

**Students admitted to the nursing program must graduate within six years from the date of admission or beginning the first clinical nursing course, whichever is later.**

### **RAM EMAIL ADDRESS**

All nursing students must have an ASU Ram email account. Information from the Department of Nursing is sent via ASU Email to nursing students – other email accounts (non ASU) will not be used by the Department. The Ram email account is free and is available through Instructional Technology (IT) in the Pendergrast Library Room 308.

### **REGENTS' TEST**

Students must take and pass the Regents Exam (a test of reading and writing proficiency) prior to completing 45 hours of college credit. Beginning in 2005, an automated process allows students who have not satisfied their Regents requirements to schedule classes without additional assistance if the students sign up for the appropriate courses and schedule to take the Regents test.

Students who have passed English 1101 are encouraged to sign up to take both parts of the Regents exam when they have reached 30 hours of course credit. The exam can be taken before the student reaches 30 hours if the student has taken and passed English 1101 with a “C” or better, and if the student is actively enrolled in the Regents’ Test Workshop. Students should have successfully passed the test before they reach 45 hours.

Students who have the appropriate scores from nationally administered tests will exempt one or both parts of the Regents Test. (Scores from institutional SAT or residual ACT tests will not be acceptable for this purpose.) Exemption Status can be verified by the Registrar’s Office. Out-of-state students have a 2 semester reprieve before satisfying the test.

Students not meeting the Regents Exam requirements may need an override from the Dean to take courses at 2000 level or above.

### **REGENTS' TEST EXEMPTION SCORES**

Scores on nation college entrance exams may exempt students from the Regents Test:

- SAT-I Verbal score of at least 510 – Exempt Regents’ Reading Test
- ACT Reading Test score of at least 23 – Exempt Regents’ Reading Test
- College Board Advanced Placement English and Composition or English Literature and Composition score of at least 3 – Exempt Regents’ Essay Test

International Baccalaureate higher-level English score of at least 4 – Exempt Regents’ Essay Test  
SAT-II English Writing score of at least 650 – Exempt Regents’ Essay Test

(from ASU Regents’ Test Coordinator – 4/14/04 – Appendix)

### **COURSE REQUIREMENTS**

Exam grades will be determined by adding absolute test grades (to the nearest 100<sup>th</sup> point) with *no rounding of the final course grade*. Thus, any final course grade below 75 will be a “D” or “F”.

Students must meet all of the course and clinical objectives and requirements in order to pass the course. A combined average of 75% on unit and final exams and a final course grade of “C” (75) or above are required to pass. Students must achieve an average score of 75% on the course exams in order for additional assignments to be factored into the course grade. If an exam average of 75% is not achieved, the course grade will be the average of the exam grades. See the sample Worksheet for Calculation of Grades for example. – See Appendix)

### **CLINICAL COURSE REQUIREMENTS**

Students are expected to be prepared for each clinical day and must achieve a satisfactory rating in order to pass the course and clinical. The clinical evaluation tool is distributed and discussed during the first week of school or clinical (see Appendix). Note that a failure in the clinical component of a nursing course results in the student receiving a failing grade for the entire course. A student must successfully complete clinical course objectives as well as the didactic course objectives.

Evidence of unsafe practice (physical or psychological) in the clinical area, lack of responsibility to client, self, university, or agency; errors in professional judgment (such as lack of confidentiality); inability to apply theoretical knowledge to clinical situations; lack of professionalism to nursing faculty; staff; fellow students; patients and their families; or other clinical professionals constitutes an unsatisfactory clinical grade in the course.

### **GRADING POLICY**

The following is the grading scale for nursing courses:

A=	90 - 100
B=	80 - 89
C=	75 - 79
D=	65 - 74
F=	64 & below

There will be no exception to the 75% grade requirement in general nursing courses (previously pathophysiology had been exempted, however foundation nursing elective courses may be exempt).

### **TESTING POLICIES**

1. Students in the Department of Nursing are required to successfully complete a battery of paper and pencil, as well as computerized, nationally standardized tests, during each semester of nursing courses for which standardized tests are available. The fees for the computerized tests are payable at the beginning of the semester and must be paid by the established deadline each semester (posted in the Department of Nursing). Once test fees are paid, students are furnished review materials for these tests through the nursing computer laboratory. Students must pass all nationally standardized tests as noted in course syllabus.

Students who are not nursing majors do not have to take the ERI. The student must sign a form (to be placed in the student's folder) stating that if he/she later enters nursing, he/she will have to take the ERI for any courses previously taken.

2. University Policy on Missed Tests and Examinations: See Albany State University Policy

3. Senior Comprehensive Examinations: In NURS 4344/4345, **the passing score on the Comprehensive exam is the national average or above.** See Section on Progression in the Nursing Program.

4. See Academic Standards and Worksheet for Calculation of Nursing Grades (Appendix)

5. Undergraduate students are required to pass a nationally standardized test in specific nursing courses. Your course syllabus will provide these guidelines. In most cases, you will be required to pass this nationally standardized test at a score outlined in your course syllabus in order to pass the course and progress to the next nursing course. (Example of the course syllabus statement: Standardized exam – each student must pass the designated standardized content exam with a score at the “National Average” (ERI) in order to pass each course. If needed, a student may have one additional opportunity to pass the standardized exam. Retake of the standardized exam will occur at the end of the semester in which the course is taken.)

### **6. Math Proficiency Exam**

Each semester a student must pass a math administration exam in each clinical course at the level of 100% within a maximum of 3 attempts. Math exams will be given prior to the last withdrawal day. If the student does not meet the requirement, the student must withdraw before the last withdrawal date or receive a grade of “D” or “F”. Students will not be allowed to administer medications (during each semester) until they pass the exam (note that excessive absence from clinical may result in a clinical failure). Students may use calculators during the exams. No food, drinks, pagers or cell phones are allowed in the examination.

## **GRADE APPEAL PROCESSES**

### ***Course Grade Appeal Process***

Any student may appeal to his/her course faculty for assistance in the resolution of academic problems.

1. If the student is dissatisfied with the final grade, every effort should be made to resolve the problem(s) with the instructor(s) before the semester ends. The student must notify the course faculty in writing of the intent to appeal the grade with a copy of the letter to the program coordinator.

If the grievance is unresolved at that level, the student should utilize the following chain of command:

2. Confer with the program coordinator and the advisor. If unresolved, they should write an appeal letter to the Admission-Progression Committee who will search out all facts and gather correct information and make recommendations to the instructor and chairperson.

If unresolved, the student may appeal in writing as necessary to the following

3. Chairperson, Department of Nursing. If unresolved,
4. Dean, College of Health Professions. If unresolved,
5. Vice President for Academic Affairs or Vice President for Student Affairs (depending

on the situation). See University Student Handbook and ASU Catalog for further progression.

### **DISMISSAL POLICY**

1. A second failure of a nursing course constitutes grounds for dismissal from the nursing program.
2. If, in the judgment of the instructor or supervisory person in a contracted clinical facility, there is reason to question the emotional or physical condition of a student or the safety or the quality of nursing care provided, the instructor has the responsibility to dismiss the student from the clinical or university laboratory. The plan for dismissal is as follows:
  - a. When an incident occurs, the faculty will request the student to leave the clinical/laboratory immediately.
  - b. The faculty will communicate to appropriate hospital/supervisory personnel regarding the problem.
  - c. The faculty will refer the student for appropriate professional follow-up.
  - d. The faculty will provide written documentation of the incident to the departmental chair and the student within 24 hours of the incident.
    - The student has the right to appeal in writing to the Chair (and then the Dean) if the decision is unacceptable to him/her, in accordance to university policy.
    - Upon receipt of written appeal, the Chair (or Dean) will notify the student in writing of subsequent steps to take for redress of the decision, according to University policy.

### **Appeal Policy for Re-admission (Senior Nursing Student only)**

This policy affects the student whose second failure in a nursing course is in the Senior Comprehensive Nursing (NURS 4345) or Senior Seminar (NURS 4344). The student must request consideration to repeat the course.

1. The appropriate faculty committee will review student's record for progression.
2. The student may be allowed to retake the course the next time that it is offered, pending decision by faculty committee.
3. The Department Chair and Dean of College must support approval.

### **BACCALAUREATE IN NURSING DEGREE REQUIREMENTS**

A candidate for the Baccalaureate Degree from Albany State University must satisfy the following requirements:

1. Complete a prescribed curriculum.
2. Complete a minimum of 123 semester hours with a grade point average of at least 2.00 (C average). Included in the 123 semester hours are 5 hours in Core B.
3. Satisfactorily pass the Regent's Exams.
4. Complete a year in residence with a minimum of 30 semester hours.
5. Satisfactorily complete the required core curriculum courses with grades of "C" or above.
6. In Nursing, students must take and pass their final exam as well as their standardized exam.
7. All students must take an Exit Examination in his or her field of study.

### **GRADUATION CLEARANCE**

**Statement:** All students should begin the audit process for graduation at the end of their junior year (form available from Registrar's Office).

**Procedure:**

1. For an undergraduate (Bachelors) degree the applications should be completed when a student has 40 hours remaining to satisfy graduation requirements.
2. The Application for Degree process is initiated by the student who has approximately 40 hours of coursework to complete degree requirements.
3. The Application for Degree is obtained from the Registrar's Office (also on-line at the ASU Website under Registrar's Office – forms).
4. The Application for Degree should be completed and returned to the Registrar's Office.
5. In order for the application to be valid, the student must have taken and passed Regents' Exams, and have the required cumulative grade point average for an academic major.
6. When completing the application, print your name legibly and exactly as it is to appear on diploma - name must be same as on Academic Record.
7. Advise Registrar's Office of changes in address or phone number.
8. Once the audits have been finalized, your copy of the audit will be available in the office of the dean or mailed to you at the address you entered on the audit form.
9. Cap and Gown measurements will be taken at the time the student submits the Application for Degree.

### **POST-GRADUATION ACTIVITIES**

Post graduation, students are encouraged to participate in the following activities.

1. Become members of the Albany State University Alumni Association.
2. Keep up-to-date name and address information on file with the university and department/college.
3. Report professional and educational advancement in the field of nursing or other field.
4. Complete post-graduation evaluations at one year and 5 years and as necessary.

### **THE RIGHT TO SHARE IN POLICY MAKING**

The Albany State University student has a right to an appropriate voice in his/her social or academic affairs; however, this right is subject to the supervisory responsibility of the institution. See page 36 in Undergraduate Catalog.

The student in the Department of Nursing is first and foremost a member of the Albany State University student body which entitles this student to be a member of the Student Government Association (SGA) of Albany State University, and each enjoys all of the rights and privileges of the SGA and the Student Body of Nursing. The student is eligible to be a member of Georgia Association of Nursing Students (GANS) or Alpha Eta and is also encouraged to participate in University functions in order to achieve appropriate representation on committees.

### **Section III: Other Guidelines, Policies, Procedures, and Professional Standards**

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#### **ADDRESS/NAME CHANGE**

Any student who discovers that his name or address has been entered incorrectly in the computer or any student whose name or address has changed is responsible for having her/his name and/or address corrected as soon as possible.

#### ***Procedure:***

1. Obtain a request for name and/or address correction from the Registrar's Office.
2. Complete the appropriate section of this form. If only the address is to be corrected, only that section of the form should be completed. If the name is being changed, a document to support the change, i.e., marriage license, should be attached. The student's signature and social security number must be placed on the form before it can be processed.
3. Return the form with appropriate documentation, where needed, to the Registrar's Office.

#### **EMPLOYMENT AS UNLICENSED STUDENT**

As required by the Georgia Board of Nursing (GBN), "unlicensed students shall be employed only as unlicensed nursing personnel. They shall not represent themselves, or practice, as nursing students except as part of a learning activity in a practice setting which is integral to the curriculum." Please refer to GBN Rule 410.-3-.07(4) (Adopted 6/17/04)

#### **ON-CAMPUS CLASS ATTENDANCE**

Class attendance at Albany State University is compulsory. Students' grades are based on daily class participation and performance. Teachers will not administer examinations and quizzes to students who have been absent from class for reasons other than official business of the University, sickness, or emergencies such as death in immediate family, jury duty, and court summons, etc. (Updated 6/04)

#### **CAMPUS CLINICAL LABORATORY**

The purpose of the scheduled campus laboratory is to allow students to demonstrate certain required skills. A student can only attend the scheduled lab at the date and time assigned. A student will not receive credit for attending a lab at another time or date unless prior written authorization is obtained from the course instructor. This written authorization should be submitted to the clinical lab instructor by the course faculty prior to lab time.

Because the scheduled laboratory is for student demonstration, students are expected to be prepared and on time. Students will not be allowed to stay in the lab if they are late or noted to be unprepared for the lab experience.

In order to satisfactorily demonstrate the assigned skills during the scheduled lab, students may be required to watch videos, read pertinent material and practice in the laboratory outside of the scheduled lab hours. Available practice hours will be posted on the campus lab doors. During unscheduled lab hours, faculty/staff may be available to answer questions and practice assistance. Therefore, sign up for lab at least one day prior to the assistance being needed. A sign-up sheet will be available on the nursing lab door within the lab. Note each time slot will have class limits that will be strictly adhered to.

All students are expected to maintain a lab log sheet. This record must be maintained neatly in a soft-back folder and turned into the course instructor upon request. This log should note the following:

1. Each date that you attend the scheduled lab.
2. Each date you attend an unscheduled lab with instructor assistance (Note: any unscheduled lab hours spent without instructor assistance should not be documented.)
3. The date you viewed the required videotapes. Videotapes may not be taken from the Department of Nursing.
4. A faculty/staff member should initial each of the above log notations at that time. Staff members can only sign that videotapes were secured and returned and cannot sign for skill demonstration or skill assistance.

## **CLINICAL PLACEMENT PRECEPTORS**

### General Criteria for Preceptorships

The Department of Nursing sets criteria, coordinates and evaluates preceptorship experiences in relationship to selected course and program objectives for selected student experience in clinical nursing courses (such as Community Health Nursing) for Nursing Students.

The participating agency should:

1. be exemplary of the policies and philosophy necessary to achieve the optimal goals of the Department of Nursing and
2. assume an active role in providing realistic learning experiences and supportive supervision of students.

A. Criteria for Selection of the Preceptor. The clinical preceptor should:

1. submit resume to Department of Nursing, Albany State University
2. complete GBN form
3. participate in an orientation for the purpose of reviewing the philosophy, conceptual frame work, program objectives and evaluation process of the Department of Nursing, Albany State University.
4. be a registered nurse currently licensed according to the Law of Georgia.
5. have at least a baccalaureate degree in nursing. When the preceptor does not have a BSN degree, clinical expertise will be considered in making the selection.
6. show evidence of continuing professional education in the area of clinical practice; or in the area of an “expanded nursing role”.
7. have one year of experience in the current position or in a position commensurate with the goals and objectives of the student.
8. have had prior experience in supervising professional staff and/or nursing students in higher educational programs.
9. sign a preceptor agreement provided by the Department of Nursing, Albany State University.

B. Student selection of a preceptor, other than one previously utilized, shall be through the following processes. The student should:

1. discuss the requirements and course objectives and his/her clinical goals with the potential preceptor.
2. ask for verbal agreement with potential preceptor.
3. ask the preceptor to submit vita as well as other necessary information required of preceptors to the Department of Nursing, Albany State University.
4. inform the course faculty of the potential preceptor and the tentative agreement of the preceptor.

C. The course faculty shall:

1. obtain the preceptor information.
2. interview the preceptor.

3. collaborate with the Agency Nursing Administrations regarding potential preceptor and the participating of the agency.
  4. submit the required information and recommendation to the committee for approval or denial.
- D. Roles and Responsibilities of the Faculty. The faculty will:
1. review course and clinical objectives in relationship to expected learning experiences with students/preceptors.
  2. approve the student's clinical objectives.
  3. approve student's implementation plan.
  4. review student's log weekly and provide feedback
  5. be available by telephone during clinical time for consultation to student and preceptor for review of progress.
  6. meet with the preceptor at selected times during the semester to discuss the student's progress.
  7. collaborate with the preceptor for final evaluation of student's performance.
  8. award the final course grade.
  9. initiate negotiations for letters of agreements.
- E. Roles and Responsibilities of the Students. The student will:
1. identify the clinical environment for the preceptorship experience.
  2. submit a copy of the clinical objectives (behavioral) for the learning experience.
  1. identify the clinical environment for the preceptorship experience.
  2. submit a copy of the clinical objectives (behavioral) for the learning experience.
  3. identify the days and hours for the clinical experience.
  4. maintain an accurate log which describes the learning activities and/or nursing practice
  5. produce written plans for implementation of clinical objectives.
  6. conduct selective pre and post conferences with the nurse preceptor.
  7. submit a summary of clinical experiences.
  8. maintain malpractice insurance.
- F. Roles and Responsibilities of the Preceptor. The nurse preceptor will:
1. enter into a written agreement with the course faculty to act as clinical preceptor.
  2. be assigned to not more than two (2) students at any given time.
  3. provide supervision for the student in the selected clinical.
  4. meet with the students and faculty at selected times during the semester to discuss the student's progress.
  5. collaborate with the faculty for final evaluation of the student's performance, using the clinical evaluation of Albany State University.
  6. submit a short summary of strengths and summary of the preceptor's role and offer suggestions for improvements.
  7. review the clinical objectives

### **ELECTIVE EXTERNSHIP COURSES**

Students may enroll in elective externship courses (NURS 3010 and NURS 4010) after completing Adult Health Nursing I. The student is paired with an R.N. preceptor by the faculty with input from the affiliating health care agency. At the completion of the externship, the student may be awarded a scholarship. Faculty provides input on the selection of registered nurse preceptors. Faculty visits the clinical setting periodically and is available by beeper.

### **ETHICAL STANDARDS**

The student who is preparing to enter the profession of nursing is expected to follow the Code of Ethics for Nurses. Each person, upon entering the profession, inherits a measure of responsibility and trust of the profession and the corresponding obligation to adhere to standards of ethical practice and conduct set by the profession. The Code was adopted by the American Nurses' Association (ANA).

### **ANA Code of Ethics:**

1. The nurse provides services with respect for human dignity and the uniqueness of the client, unrestricted by considerations of social or economic status, personal attributes, or the nature of health problems.
2. The nurse safeguards the clients' right to privacy by judiciously protecting information of a confidential nature.
3. The nurse acts to safeguard the client and the public when health care and safety are affected by the incompetent, unethical, or illegal practice of any person.
4. The nurse assumes responsibility and accountability for individual nursing judgments and actions.
5. The nurse maintains competence in nursing.
6. The nurse exercises informed judgment and uses individual competence and qualifications as criteria in seeking consultation, accepting responsibilities, and delegating nursing activities to others.
7. The nurse participates in activities that contribute to the on-going development of the profession's body of knowledge.
8. The nurse participates in the profession's efforts to implement and improve standards of nursing.
9. The nurse participates in the profession's efforts to establish and maintain conditions of employment conducive to high quality nursing care.
10. The nurse participates in the profession's efforts to protect the public from misinformation and misrepresentation and to maintain the integrity of nursing.
11. The nurse collaborates with members of the health professions and other citizens in promoting community and national efforts to meet the health needs of the public. **(1999, American Nurses Association)**

### **HONOR CODE:**

Nursing students will adhere to an Honor Code. They will not engage in cheating or plagiarism. Cheating is defined as giving or receiving information from any source during an examination, quiz or with general course work. Students are encouraged to refrain from behavior which may give the appearance of cheating, such as (a) talking with other students during examinations; (b) talking with other students in the hallway when either or both have not completed a test; (c) taking tests in other than properly designated areas; or (d) sharing information contained on a test with another student when the student has not yet taken the test. Plagiarism is defined as claiming another's work as one's own work.

### **PROFESSIONAL BEHAVIOR:**

Students will exhibit appropriate professional behaviors in class, labs, and clinical settings. Appropriate professional behavior is defined as behavior that demonstrates respect for others, personal integrity, and responsibility. A student may be denied permission to continue in the program if, in the opinion of the faculty, the student's knowledge, character and mental or physical capacity cast doubt upon the student's potential to function as a professional nurse.

### **Health Insurance Portability and Accountability Act (of 1996) – HIPAA:**

The nursing student must keep in confidence all knowledge about any client. Such matters are not to be discussed with friends, roommates, or other lay persons. The client's complete name or other identifying information (such as social security number) should **not** appear on clinical decision-making plans or other written work to be turned in to the instructor. Discussion of confidential information about a client other than in clinical conference or with other members of the health team in inappropriate settings is a serious breach of ethics and is grounds for dismissal.

### **HEALTH REQUIREMENTS FOR NURSING STUDENTS:**

The student is required to submit evidence of a physical examination to the Director of Health Services upon admission to the University. Chest X-rays and/or tuberculin tests may be required annually. Students who have had a previous positive TB skin test will be required to have an annual review completed by Student Health Services. The TB screening form is available in Student Health – the student must bring a copy of the form to be placed in the student's file in the Department of Nursing. Should there be special requirements (such as throat cultures) for specialized areas, students must comply before clinical assignments begin. Hepatitis B vaccine is available for purchase through Student Health Services. Affiliating hospitals strongly recommend that students have the Hepatitis B series.

The student is responsible for ensuring that Student Health Services receive immunization records. Beginning Fall 2005, students who do not have immunizations on file will be dropped from their classes. Failure to have current immunizations on file may also result in denial of clinical experiences and result in a failing grade for a clinical course.

The student is responsible for securing and submitting copies of any/all Student Health Services records to the Department of Nursing.

### **NOTIFICATION OF RESTRICTIONS (Police Records and Background Checks):**

**The nursing student should be eligible to receive approval for taking the NCLEX-RN exam by the Georgia Board of Nursing at the time of admission to the program. The Georgia Board of Nursing asks the following questions of students at the time of application for nursing licensure (prior to examination by NCLEX-RN):**

1. Has any licensing board or agency in Georgia or any other state ever: (a) denied your license application, renewal or reinstatement? (b) revoked, suspended, restricted, or probated your license? (c) requested or accepted surrender of your license? (d) reprimanded, fined or disciplined you?

2. Have you ever been arrested, convicted, sentenced, plead guilty, plead nolo condere or given first offender status which (a) felony; (b) a crime involving moral turpitude; (c) a crime violating a federal law involving controlled substances or dangerous drugs or (d) a DUI or DWI? (For further information, contact the Georgia Board of Nursing or visit their website:

[www.sos.state.ga.us](http://www.sos.state.ga.us).

Given this requirement and these questions by the Georgia Board of Nursing, Albany State University Department of Nursing suggests that require students voluntarily conduct a personal background check prior to admission to the nursing program. A clean background check increases the chance that the student will not be prohibited from writing the National Licensing Examination because of serious judicial violations. Additionally, students may be subjected to background checks for agency clinical requirements which are not optional. Therefore, it is

important to conduct personal record checks prior to admission to the nursing program and prior to writing the NCLEX-RN.

### **PROFESSIONAL DRESS GUIDELINES:**

In the clinical setting where uniforms are worn, the following dress code applies:

The uniform dress code applies to all students enrolled in the Department of Nursing, Albany State University. The uniform must be clean, neat, and properly fitted. Information concerning the purchase of uniforms may be obtained from the nursing office/faculty. The uniforms are purchased from Meridy's Uniform Company (Vidalia, GA). Students will be informed by faculty of the date for uniform fitting by representatives from the company. Dress/skirt length should be at the knee or not over one inch above the knee. A white lab coat is to be worn. ASU patches are available for the sleeve of the lab coat. For R.N. students, the uniform will be a white uniform in clinical settings except for NURS 4240 (Community Health). In Community Health, the uniform for **all** students is street clothes, with a white lab coat, and student name pin. In some clinical and psychiatric sites (Community Health/Community Agencies), students may wear street clothes. Faculty will inform students of proper dress for these sites. Students going to clinical sites to secure client assignments are to wear dark trousers, white shirt, white lab coat, flat shoes, and name pin.

The name pin is worn on the left chest area during the time a student is in any clinical area. The name pin consists of the student's first initial and last name, and Nursing Student, Albany State University.

The student may wear up to three rings, including a wedding set. No bracelets are allowed. Neck chains may be worn concealed under the uniform. Only one small ear stud (pierced) may be worn in each ear. No dangling earrings or ear charms may be worn in clinical settings. No nose piercing or other visible body piercing or tattoos are allowed in clinical settings. A watch with second hand must be worn in the clinical setting. No chewing gum is allowed in clinical settings. Hair is to be neat and off the collar. All students should have their hair neat and trim. Long hair and braided hair shall be pinned up.

Nail polish, if worn, should be clear and not chipped. Nails should be trimmed to the tip of the fingers. For hygiene reasons, artificial nails are not allowed in the health care settings. White hose with no runs are required in the clinical setting. Pants should be well fitted. Mustaches and beards should be neat. Additional requirements may be mandated by an agency and will be adhered to by ASU nursing students.

### **Professional Liability Insurance:**

The student is required to carry professional liability insurance at a minimum of \$25,000/\$75,000. Coverage will begin with the first clinical course and extend throughout the nursing program. Failure to keep insurance coverage in effect can result in inability to remain in the clinical setting. Insurance application forms may be obtained from the Nursing Office. The student must carry health insurance prior to attending clinical rotations in clinical agencies.

### **Professional Standards: Georgia Board of Nursing (Rules and Regulations): *Standards of Registered Professional Nursing Practice***

(1) For purposes of O.C.G.A. Secs. [43-26-4](#) (a)(6)(B)(v) and 43-1-29(6), the Georgia Board of Nursing defines the minimal standards of acceptable and prevailing nursing practice as including, but not limited to the following enumerated standards of competent practice.

(2) The Georgia Board of Nursing recognizes that assessment, nursing diagnosis, planning, intervention, evaluation, teaching, and supervision are the major responsibilities of the registered nurse in the practice of nursing. The Standards of Registered Professional Nursing Practice delineate the quality of nursing care which a patient/client should receive regardless of whether it is provided solely by a registered nurse or by a registered nurse in collaboration with other licensed or unlicensed personnel. The Standards are based on the premise that the registered nurse is responsible for and accountable to the patient/client for the quality of nursing care rendered. The Standards of Registered Professional Nursing Practice shall establish a baseline for quality nursing care; be derived from the law governing nursing; apply to the registered nurse practicing in any setting; govern the practice of the licensee at all levels of competency.

(a) Standards related to the registered nurse's responsibility to apply the nursing process (adapted from American Nurses' Association *Code for Nurses and Standards of Practice, 1994*). The registered nurse shall:

1. assess the patient/client in a systematic, organized manner;
2. formulate a nursing diagnosis based on accessible, communicable and recorded data (which is collected in a systematic and continuous manner);
3. plan care which includes goals and prioritized nursing approaches or measures derived from the nursing diagnoses;
4. implement strategies to provide for patient/client participation in health promotion, maintenance and restoration;
5. initiate nursing actions to assist the patient/client to maximize her/his health capabilities;
6. evaluate with the patient/client the status of goal achievement as a basis for reassessment, reordering of priorities, new goal-setting and revision of the plan of nursing care;
7. seek educational resources and create learning experiences to enhance and maintain current knowledge and skills appropriate to her/his area of practice.

(b) Standards related to the registered nurse's responsibilities as a member of the nursing profession. The registered nurse shall:

1. function within the legal boundaries of nursing practice based upon knowledge of statutes and regulations governing nursing;
2. accept responsibility for individual nursing actions and continued competence;
3. communicate, collaborate and function with other members of the health team to provide optimum care;
4. seek education and supervision as necessary when implementing nursing practice techniques;
5. respect the dignity and rights of the patient/client regardless of socioeconomic status, personal attributes or nature of health problems;

6. maintain each patient/client's right to privacy by protecting confidential information unless obligated, by law, to disclose the information;
7. provide nursing care without discrimination on the basis of diagnosis, age, sex, race, creed or color;
8. delegate and supervise only those nursing measures which the nurse knows, or should know, that another person is prepared, qualified, or licensed to perform;
9. retain professional accountability for nursing care when delegating nursing intervention;
10. respect and safeguard the property of clients, family, significant others and the employer;
11. notify the appropriate party of any unprofessional conduct which may jeopardize patient/client safety;
12. Participate in the periodic review and evaluation of the quality and appropriateness of nursing care.

(c) Standards related to the registered nurse's responsibilities in assignment of patient activities to unlicensed assistive personnel (UAP). The registered nurse shall:

1. Determine that the care and/or activity to be performed would be based upon orders or directions of a licensed physician, licensed dentist, licensed podiatrist or person licensed to practice nursing as a registered professional nurse.
2. Assign only care and activities that do not require the skills and knowledge of a person practicing nursing as a registered professional nurse or licensure of another health care professional. The care and activities to be assigned must meet all of the following criteria:
  - a. The care and/or activities do not require complex observations or critical decisions.
  - b. The care and/or activities can be safely performed according to exact, unchanging directions.
  - c. The outcome and/or results of the activities are reasonably predictable.
3. Verify that the UAP has the necessary knowledge and skills to accept the assignment.
4. Periodically evaluate and review the quality and appropriateness of the care provided by the UAP.
5. Not assign activities which require licensure to an unlicensed assistive personnel.

### **Definition of Unprofessional Conduct**

Nursing behaviors (acts, knowledge, and practices) failing to meet the minimal standards of acceptable and prevailing nursing practice, which could jeopardize the health, safety, and welfare of the public, shall constitute unprofessional conduct. These behaviors shall include, but not be limited to, the following:

- (a) using inappropriate or unsafe judgment, technical skill or interpersonal behaviors in providing nursing care;
- (b) performing any nursing technique or procedure for which the nurse is unprepared by education or experience;
- (c) disregarding a patient/client's dignity, right to privacy or right to confidentiality;
- (d) failing to provide nursing care because of diagnosis, age, sex, race, creed or color;
- (e) abusing a patient/client verbally, physically, emotionally, or sexually;
- (f) falsifying, omitting or destroying documentation of nursing actions on the official patient/client record;
- (g) abandoning or knowingly neglecting patients/clients requiring nursing care;
- (h) delegating nursing care, functions, tasks or responsibility to others when the nurse knows or should know that such delegation is to the detriment of patient safety;
- (i) providing one's license/temporary permit to another individual for any reason;
- (j) failing to practice nursing in accordance with prevailing nursing standards due to physical or psychological impairment;
- (k) diverting prescription drugs for own or another person's use;
- (l) misappropriating money or property from a patient/client or employee;
- (m) failing to notify the appropriate party of any unprofessional conduct which may jeopardize patient/client safety (Courtesy: RULES OF GEORGIA BOARD OF NURSING)

**NLNAC:** The National League for Nursing Accrediting Commission (NLNAC) is recognized by the U.S. Department of Education as the national accrediting body for all types of nursing education programs. NLNAC supports the interests of nursing education, nursing practice, and the public by the functions of accreditation. Accreditation is a voluntary, self-regulatory process by which non-governmental associations recognize educational institutions or programs that have been found to meet or exceed standards and criteria for educational quality. Accreditation also assists in the further improvement of the institutions or programs as related to resources invested, processes followed, and results achieved. The monitoring of certificate, diploma, and degree offerings is tied closely to state examination and licensing rules, and to the oversight of preparation for work in the profession.

**Universal Precautions:** The use of UNIVERSAL PRECAUTIONS is the best way to prevent exposure to any type of infection. Students and faculty in the clinical setting must follow Universal Precautions. Students are required to review Universal Blood and Body Fluid Precautions using text or video prior to starting their clinical experiences and annually.

## **Section IV: University and Department Policies, Resources/ Services, Organizations, Scholarships**

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### **CLASS ATTENDANCE POLICY**

When students are absent for emergency reasons, the number of excused absences permitted should not exceed the number of credit hours awarded for the course except for the most extreme unavoidable emergencies (e.g.: death of family member, jury duty, etc.). The instructor will officially certify all excused absences. The instructor may drop the grade by one letter grade when the student has exceeded the number of excused absences. Students are responsible for statements related to attendance as noted in the course syllabus and student handbook.

### **CHANGE OF MAJOR**

#### **Procedure:**

1. The student obtains the Change of Major form (5 copies) from the Faculty Advisor and completes Section I of the form. Students also complete survey attached to change of major form. (See Appendix/Room 130 for Nursing students).
2. The faculty advisor verifies the student's grade point average. If GPA is 2.0 or higher, the faculty advisor signs in the appropriate place and forwards the Change of Major form to the Department Chair.
3. The Department Chair signs the Change of Major form.
4. The form is forwarded to the Registrar's Office where Section II is filled in. It is then sent to the chairperson of the proposed new major.
5. The new department chairperson either admits or rejects the application, and forwards the form to the Vice President for Academic Affairs.
6. If the student is qualified to transfer into the department (GPA, etc.) and is admitted, the new department chair designates the new advisor.

### **COURSE OVERLOAD**

The normal credit load is 15 to 16 semester hours. Any credit above 16 hours is an overload and requires the approval of the Dean of the College (Appendix).

#### **Eligibility**

Students who desire to take 17 or more credit hours must have a verifiable cumulative grade point average (CGPA) of 3.0 or better. \* No student will be eligible to carry more than 23 credit hours during any given semester. Students in their senior year have an opportunity to take an overload for one semester with a cumulative GPA of less than 3.0, but not lower than 2.50.

\*Any graduating senior may request an overload (limited to 23 hours) on a one time only basis, providing he/she has a cumulative GPA of 2.5 or better.

#### **Procedure**

1. The student should secure a Request for Overload form from the Office of the Dean/department chairperson.
2. The student completes the form and submits it to his/her advisor for approval.
3. The advisor should then route the request form through the departmental chairperson for approval, as indicated on the form.
4. The CGPA or CSGPA must be verified by the department head or designated staff.
5. The course overload form is forwarded to the Dean of the College for final approval.
6. Once approval has been secured, the computer registration can be overridden (by designated department personnel) to allow entry of additional courses.

7. A copy of the Request for Overload form should be attached to registration printout for the student's academic file.

## **SCHEDULE ADJUSTMENTS (DROP-ADD)**

### **Descriptive Statement**

A schedule adjustment or change of schedule is the process by which a student alters his schedule of classes. The procedure occurs during the first week of classes in a designated period commonly known as the drop-add period of registration.

**IT IS STRONGLY ADVISED THAT NURSING STUDENTS CONSULT WITH THEIR NURSING ADVISOR PRIOR TO MAKING ANY CHANGES!**

### **Procedure:**

1. During the registration period, the student may adjust his/her schedule via BANNER Web. A copy of the new schedule should be given by the student to the student's advisor.
2. Once the schedule change has been entered and a new schedule has been printed, it is the student's responsibility to have the financial aid/fiscal stamp on the form during the add period and to return the completed form to the Registrar's Office.
3. Students **may not add** a course after the designated date during official registration.
4. If the student wishes to **drop** a course after the registration period has ended, the student obtains a Change of Schedule form from the Registrar's Office. (See Appendix).
5. In consultation with his advisor, the student completes the form and obtains the signature of the advisor.
6. The student takes the form to the Registrar's Office.
7. A student may drop a course with a grade of "W" prior to the designated date for each semester (approximately mid-semester). The student would use the same form as in #1 above.

**NOTE: The student needs to be sure to drop lab sections when dropping a course.**

### **Follow-up**

No follow-up is necessary. The student will receive a grade in the course added and a "W" in the course dropped. If no grade is received, the student should report to the Records Coordinator with his copy of the drop/add form within ten days of the receipt of his grade report.

## **WITHDRAWAL FROM UNIVERSITY**

Students who drop/withdraw from all courses must obtain a withdrawal form from the Registrar's Office. The student is required to obtain the necessary signatures and return the form to the Records Office.

## **FINANCIAL AID and SCHOLARSHIPS**

### Financial Aid

Nursing students are eligible for financial aid as described in the ASU handbook. In addition, there are some scholarships and grants that are available for nursing majors. It is also recommended that students search the web for grant opportunities with the financial aid office. A financial aid brochure available in the College of Health Professions describes numerous financial assistances. Those especially for nursing majors are Army ROTC Scholarship; Dialysis

Clinics, Inc. Scholarship; Dougherty County Medical Society Scholarship; Georgia Student Finance Authority Educational Loans with Service Cancelable Benefits; Phoebe Putney Memorial Hospital Service Cancelable Assistance; and Scholarships for Disadvantaged Students (SDS) Program. Students may discuss financial opportunities with the Office of Fiscal Affairs (430-4650) and their advisor. See University Student Handbook and the financial aid office for other options.

## **Scholarships**

### **ROTC Scholarship:**

Army Nurse Corps United States Army ROTC Program: Non-Scholarship Students: Students can participate in ROTC without a Scholarship and receive \$200/month (up to \$2000/year) during their junior and senior year. Upon completion of the program, students are commissioned as officers in the United States Army. Application Procedures: Four Year scholarship Applications are normally completed by high school seniors. This information is available online at or by mail at 1-800-USA-ROTC. Two and Three Year Scholarship Applications are normally completed by college freshmen and sophomores. Applications are available at Army ROTC Department at ASU.

### **Phoebe Putney Memorial Hospital: (Traditional and Nontraditional Reimbursement)**

Traditional Package: \$3,500/year (up to \$7,000): Money can be used for tuition, books, and living expenses. The student is obligated to work 1 and 1/2 years for each year of scholarship assistance. To qualify, student must submit proof of parent's tax return claiming the student. Student must have 2.5 GPA in all pre-requisite classes and be accepted into a nursing program.

Non-Traditional Package: \$3,500/year (up to \$7,000): Money can be used for tuition, books, and living expenses. The student is obligated to work 1 1/2 years for each year of scholarship assistance. To qualify, student must submit proof of last tax return. Student must have 2.5 GPA in all pre-requisite classes and be accepted into a nursing program. Information is available through Financial Aid Office or from Phoebe Putney Memorial Hospital at 229-312-4369 or Financial Aid Office, Albany State University.

### **Presidential Scholarship:**

The Albany State University Foundation recognizes ten Presidential Scholars each academic year, granting awards of \$5,764 annually. A Presidential Scholarship recipient must rank in the upper five percent of their graduating high school class and must have attained a score of 1140 minimum on the Scholastic Aptitude Test (SAT), or 25 or more on the ACT. The grade point average must be a minimum of 3.5. Additionally, the applicant needs three letters of recommendation and a 500-word essay about the applicant's expectations of college. Students who wish to apply for the Presidential Scholarship should contact the Financial Aid Office.

### **Dougherty County Medical Society Scholarship:**

The alliance of the Dougherty County Medical Society sponsors 2-3 scholarships each year to students in the health care field. Any student wishing to apply must be enrolled at Albany State University (or Darton College). A formal application including two references (one from a present college professor) and an official transcript are required. The individual scholarship award ranges from \$500-\$1000. A faculty contact person for DCMS announces the initiation of the scholarship competition annually. Hope recipients are ineligible. Academic achievement and financial need are major factors in selecting the most deserving applicants.

**UNIVERSITY STUDENT AFFAIRS (Tutors, Test-Taking, Time Management, Study Skills)** See University Student Handbook

**LIBRARIES (Within a 30-Mile Campus Radius)**

Albany State University cooperates with other colleges and universities in the Georgia University System in the inner-library loan program providing students access to all available materials in the total system of the thirty-four (34) institutions.

The Dougherty County Library has useful research facilities and it is open to all Albany residents. The Phoebe Putney Hospital is also open to our students and faculty. It stocks many medical and nursing specialty books and journal.

The James Pendergrast Memorial Library, the central University Library, has available appropriate books, periodicals, films, other references and electronic services to adequately support the learning, teaching and research to meet the needs of students and faculty. References are comprehensive and current. The Library also makes available curriculum materials, Census materials and selected government documents. CD-ROM service gives users access to Electronic Indexes (Medline, Infotrac, Ethnic Newswatch, ERIC Newsbank, Business Newbank Plus and JSTOR). Audiovisual materials (video cassettes, audio cassettes, films), automatic public catalog with 10 terminals are available.

Students can now find out the passwords each semester ONLINE. This is how they do it:

- 1) Log onto <http://gil.asurams.edu>
- 2)Click on "Get Galileo Password"
- 3) At the cursor, type in your SSN (no dashes), then type your last name in the appropriate box, and click "Log on to my account"
- 4)From the drop-down menu, select "Galileo Password for ASU" and click "okay"
- 5)It will then display the password for the current semester.

**THE NATIONAL CERTIFICATION AND LICENSURE EXAMINATION for Registered Nurses (NCLEX-RN)**

**Background**

The NCLEX examination is designed to test knowledge, skills and abilities essential to the safe and effective practice of nursing at the entry level. NCLEX examination results are an important component used by boards of nursing to make decisions about licensure. The NCLEX is taken following graduation, and successful completion is required in order to practice as a registered nurse within the United States.

**Procedure**

1. Submit an application for licensure to the board of nursing in the state or territory in which you wish to be licensed. Application forms for the Georgia Board of Nursing can be found at <http://www.sos.state.ga.us/plb/rn/>. An official sealed transcript verifying the graduation date and degree conferral must be included with the application. A \$40 application fee is required. The application must be signed by the Dean of the nursing program. The applicant must sign (as the applicant's name appears on the application) a passport size photo (2X2 head shot) across the upper chest/neck area. The Dean will sign the back of the photo before attaching it to the application.

2. Register for the NCLEX examination through the web, mail, or telephone. Information about how to register by any of these methods can be found in the *NCLEX Examination Candidate Bulletin*, which is available on the National Council of State Boards of Nursing website at [http://www.ncsbn.org/public/res/NCLEX20Candidate20Bulletin\\_NCS20Pearson.pdf](http://www.ncsbn.org/public/res/NCLEX20Candidate20Bulletin_NCS20Pearson.pdf). The fee for taking the NCLEX examination is currently \$200. All NCLEX examination registrations will remain effective for a 365-day time period during which a board of nursing may determine the candidate's eligibility. Candidates who are not made eligible by their board of nursing within the 365-day time period will forfeit their registrations, including the candidate registration fee.
3. After your board of nursing declares you eligible, you will receive an Authorization to Test (ATT) in the mail (and through e-mail if you have provided an e-mail address on your registration). The ATT contains your test authorization number, candidate identification number, and an expiration date. Each ATT is valid for a period of time specified by the state board of nursing (varies from 60 days to 365 days). In Georgia, the ATT is valid for 180 days. You must have your ATT to schedule an appointment to take the NCLEX examination. NCLEX® examination testing will take place at Pearson Professional Centers. A list of approved testing centers can be found at <http://www.pearsonvue.com/nclex>. If you are applying to be licensed in Georgia, you may take the NCLEX-RN at any site, whether it is in Georgia or not.
4. When scheduling your examination appointment, you need to plan for a testing session that could last a maximum of five hours. Candidates need to make appointments to test as soon as possible after receiving their ATTs even if they do not want to test immediately. Test centers may fill up quickly because of high volumes and previously scheduled special events. Waiting to call to schedule your testing appointment may significantly limit the dates the center can seat you.
5. On the scheduled examination date, you must take your ATT with you to be admitted to the test center. All RN candidates take a minimum of 75 items. The maximum number of items an RN candidate can answer is 265 during the five-hour maximum testing period. The maximum five-hour time limit to complete the examination includes the tutorial, sample items and all rest breaks. As you take the examination, items are selected for you based on your responses to previous items. Once the minimum number of items has been taken, testing stops when a candidate's performance is determined to be either above or below the passing standard with a predetermined level of certainty regardless of the number of items answered or the amount of testing time elapsed. Thus, depending upon candidates' patterns of correct and incorrect responses, different candidates will take varying numbers of items and use varying amounts of time. The examination will also stop when the maximum number of items has been taken or when the five-hour time limit has been reached. It is important to understand that the length of your examination is not an indication of a pass or fail result.
6. Only boards of nursing can release NCLEX examination results to candidates. Your examination results will be mailed to you, or you may obtain unofficial results by retaining the ATT and calling their results line. No examination results will be given by telephone. A passing score does not ensure licensure.
7. When you pass the NCLEX and are approved for licensure, you will be issued a license with a permanent Georgia registration number. If you do not pass the NCLEX, contact the Georgia Board of Nursing to re-apply. Applicants may take the NCLEX-RN up to four (4) times in a

given calendar year. You must pass the NCLEX within a three-year period from the date of your graduation.

8. The Board does not issue a temporary permit for practice as a Graduate Nurse. Following graduation, you must not engage in any “licensed” activities, or work in any position that requires RN licensure or commence orientation for any position that requires RN licensure until you have received your RN license

### **Nursing Student Affairs Committee (Student Representative)**

#### **Objectives:**

1. To serve as the official structure to handle student grievances.
2. To plan and implement social and professional programs of the department.
3. To monitor a body of resource materials for students in the clinical and computer labs.
4. To participate on library facilities and services committee.
5. To promote and implement continuing education programs and workshops (including Advisory Committee meeting) within the department.

#### **Responsibilities:**

1. Annually reviews existing student policies and makes recommendations for change to the Faculty Governing Board.
2. Assists student(s) with grievance by
  - a. searching out all facts
  - b. gathering correct information
  - c. making recommendations to Faculty Governing Board
3. Serves as advisory committee for professional ceremonies and student organization each year according to the wishes of the class and protocol of the University
4. Provides leadership for identifying and recognizing honor students and outstanding students at appropriate ceremonies.
5. Makes recommendations for new acquisitions in clinical and computer lab in conjunction with coordinators and based on student and faculty needs.

### **NURSING STUDENT COMPUTER LAB**

**SIGN-IN** Students are to sign in and sign out of the Nursing computer lab each time even if several times during the day.

**QUESTIONS/PROBLEMS** Students are to direct all questions and concerns about equipment to the Nursing Computer Lab Coordinator. Do not attempt to correct problems with computer lab equipment.

**NOISE** Computer Labs serve as a shared study area, where noise must be kept to a minimum. In consideration of other students working in the lab, you are expected to speak softly and limit conversation with others. You may not play music in the lab. Persons making excessive noise and disturbing others will be asked to leave the lab.

**FOOD AND DRINKS** Absolutely no food and drinks are allowed in the lab. Anyone with food and/or drinks will be asked to leave for the remainder of the day.

**SMOKING** The computer lab is a smoke-free zone. There will be no smoking, chewing tobacco, snuff or other tobacco products allowed the lab at any time.

**GAMES** Playing of games is not allowed on the machines in the computer lab.

**CHILDREN IN THE LAB** Children are allowed in the computer lab when accompanied by a parent, but are prohibited from using any University computer equipment or systems.

**SOFTWARE AND MANUALS** All software, manuals and equipment must stay in the computer lab. Material may not be checked out for use outside of the lab at any time.

**STORING FILES AND DATA** Installation of any programs or data files on any public computer lab machine is prohibited. You may create and save personal files to portable diskettes.

## **ORGANIZATIONS**

**Alpha Eta, Honor Society of Nursing:** Alpha Eta is the national honor society for Allied Health Sciences. The purpose of the honor society is to promote scholarship and excellence in allied health. Candidates for Alpha Eta must be enrolled in a health –related degree program including nursing and possesses a minimum grade point average (GPA) of 3.0.

**American Nurses Association (ANA):** The American Nurses Association is a full-service professional organization representing the nation's 2.6 million Registered Nurses through its 50 constituent states associations and 13 organizational affiliate members. ANA advances the nursing profession by fostering high standards of nursing practice, promoting the economic and general welfare of nurses in the workplace, projecting a positive and realistic view of nursing, and by lobbying the Congress and regulatory agencies on health care issues affecting nurses and the public. (Courtesy: American Nurses Association's website: <http://www.nursingworld.org> )

**Georgia Student Nurses Association (GANS):** The nursing student is encouraged to participate in the GANS organization. Students participate in health screenings, health education programs, and community service activities. Student can exercise his/her rights and assume responsibility to discuss, inquire, and express opinions relative to areas of concern. The student also has an opportunity to express personal views through the open door policy maintained by the Dean and assigned faculty advisors. Active participation in this organization varies, depending upon student interest. Many students are active in fraternal, sororal and student government activities and organizations.

**Sigma Theta Tau International Honor Society of Nursing:** Sigma Theta Tau, International is dedicated to improving the health of people worldwide. Vision: to create a global community of nurses who lead in using scholarship, knowledge and technology to improve the health of the world's people. Mission: Sigma Theta Tau International, Honor Society of Nursing provides leadership and scholarship in practice, education and research to enhance the health of all people. We support the learning and professional development of our members, who strive to improve nursing care worldwide. (Courtesy: Sigma Theta Tau International Honor Society of Nursing website: <http://www.nursingsociety.org/>)

**STUDENT HEALTH SERVICES (See University Student Handbook)**

***DEPARTMENT OF NURSING FACULTY***  
***2004-2005***

**Joyce Y. Johnson, Ph.D., R.N., Dean & Professor**  
**College of Health Professions**

**Linda Grimsley, D.S.N., R.N., Associate Professor & Chair**  
**Department of Nursing**

**Annette Smith, M.S.N., R.N., Assistant Professor & Coordinator**  
**BSN Program**

**Linda Amankwaa, Ph.D., R.N. Associate Professor**

**Adebisi Fabayo, Ph.D., R.N., Associate Professor & Coordinator**  
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**Zelda Peters, M.S.N., FNP-C, R.N., Assistant Professor**

**Kathleen Schachman, Ph.D., FNP-C, PNP-C, R.N., Assistant Professor**  
**& Director, FNP Program**

**Sherry Ward, M.S.N., FNP-C, R.N., Assistant Professor**

**Brenda Williams, M.S.N., R.N., Assistant Professor &**  
**Director of Student Health Services**

**Cathy Williams, M.S.M., R.N., Assistant Professor**

**Janet Wills, M.S.N., FNP-C, R.N., Assistant Professor**

**Mirian Worthy, M.S.N., R.N., Assistant Professor**

***PART-TIME FACULTY***

**Linda Alford, M.S.N., FNP-C, R.N.**

**Henry Intili, M.S.N., FNP-C, R.N.**

**Teresa Moore, Pharm.D.**

**Robert Pafford, M.S.N., FNP-C, R.N.**

**Charles Taylor, M.S.N., R.N., FNP-C**

## **Section V: Important Supplemental Information and Forms**

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1. Admission Criteria (available in Room 130)
2. Articulation Model
3. Change of Major Form
4. Change of Schedule Form (available from Registrar's Office)
5. Clinical Evaluation Tool
6. Course Registration Form (available in Room 130 or from each Advisor)
7. Curriculum Pattern
8. Grade Calculation Sheet
9. Graduation Check Sheet
10. Guide Sheet
11. Grading Policy (Page 41 in Undergraduate Catalog)
12. Math Calculations (See Course Syllabus)
13. Regents Information
14. Request for Overload
15. Students with Disabilities
16. Students with Special Medical Needs (Page 13 in Student Handbook)
17. Substance Abuse Policy (Page 36 in Student Handbook)
18. Web Page Information & Email (Page 10 in Student Handbook)
19. Writing Policy (See Course Syllabus)
20. Request to Implement Repeat Policy
21. Graduation Planning Guide
22. Scholarships
23. Organizational Chart