

**LURLEEN B. WALLACE COLLEGE OF NURSING
AND HEALTH SCIENCES**

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2001-2002

The policies and requirements of the College of Nursing and Health Sciences are constantly being reviewed, and are subject to revision by the College. This is necessary in the light of developing technology and changes occurring in the nursing profession. Therefore, the policies and requirements as set out in the latest catalogue and Undergraduate Student Handbook of the College of Nursing and Health Sciences will be applicable to all students, regardless of what the policies were on the date of entry into the College.

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LURLEEN B. WALLACE COLLEGE OF NURSING AND HEALTH SCIENCES

JACKSONVILLE STATE UNIVERSITY

BACKGROUND OF THE COLLEGE OF NURSING AND HEALTH SCIENCES

The Lurleen B. Wallace College of Nursing and Health Sciences at Jacksonville State University is one of the few memorial colleges of nursing in the United States. It was created in 1967 by the Legislature of Alabama as a memorial to Governor Lurleen B. Wallace. The first class graduated from the College in August 1972. Graduates of this program earn a Bachelor of Science in Nursing (BSN) degree. The addition of a master's degree program with a major in community health nursing was approved and implemented in Fall 1999.

ACCREDITATION AND MEMBERSHIP

Jacksonville State University is accredited by the Southern Association of Colleges and Schools. The Lurleen B. Wallace College of Nursing and Health Sciences is approved by the Alabama Board of Nursing, which entitles its graduates to apply to write the National Council Licensure Examination for Registered Nurses (NCLEX-RN). The College is accredited by the Commission on Collegiate Nursing Education. Accreditation is an indication of public approbation, attesting to the quality of the educational program and the continued commitment of the sponsoring institution to support the program.

For further information about the accreditation of the program, please contact the Commission on Collegiate Nursing Education at the following address:

Commission on Collegiate Nursing Education
One Dupont Circle, NW, Suite 530
Washington, DC 20036-1120
(202) 887-6791

PHILOSOPHY

The College of Nursing and Health Sciences faculty subscribe to the commitment of the University to maintain high academic standards, thereby ensuring quality through teaching, counseling, and the promotion of excellence. Professional nursing is a field of higher education which belongs within the University. Building on a strong liberal arts education, the student is prepared broadly for living. Like all programs at the University, the College of Nursing and Health Sciences strives to meet the personal, social and cultural needs of the students while preparing them for professional careers. The professional component prepares the student to render nursing care which demonstrates belief in the multi-dimensional wholeness of individuals.

Individuals are viewed as holistic beings comprised of three dynamic subsystems: biological, social, and personal. Each of the subsystems interacts to form an integrated whole which is continuously affected by the state of growth and development from conception to death. Individuals function within the context of a family and community that is part of an ever-changing environment. Through its diverse culture, values, ideas, beliefs, and customs, the environment influences individual behaviors. In turn, individuals can influence the environment through interaction with social, economic, and political forces. As such, individuals are capable of self-direction, affecting change, and influencing others who are part of a multicultural society.

Individuals have basic needs which must be met in order for them to function at their optimal health levels. When stress threatens fulfillment of one or more of these basic needs, the individual may require help in adapting and coping in order to reestablish an optimum level of functioning within new limitations.

The promotion and maintenance of health are necessary to optimize the potential of individuals. Health is seen as the state of equilibrium among the three subsystems (biological, social, and personal) and the

environment. Health care is concerned with the promotion of wellness, prevention of illness, and the restoration of health, thus, maximizing the fullest potential of the individual. Health care is provided through collaboration with health professionals and should be affordable and accessible to all individuals.

The professional nurse must possess a knowledge base of humanistic and scientific concepts from which theories can develop. Nurses acquire this knowledge base through the teaching-learning process which involves an interaction between the cognitive, affective, and psychomotor domains and is manifested by a change in behavior. Both educator and learner share in the responsibility for creating an atmosphere that will stimulate intellectual curiosity, creativity, critical thinking, and independent learning. The educator facilitates the learning process by recognizing the unique needs of the learner and providing an environment for the development of a professional nurse who is able to utilize the nursing process with clients in a variety of settings.

As a profession, nursing is creative and imaginative and is directed by a therapeutic purpose. As an applied science, nursing utilizes knowledge from the biological and behavioral sciences as well as the humanities in order to enhance the health status of individuals. The nursing process incorporates specific arts, skills, and knowledge which enable nurses to promote interaction between individuals and their environment and initiate positive health measures that benefit individuals, communities, and society.

Professional nursing promotes and supports health and enhances the quality of life. The nurse functions in roles that are independent in situations which are specifically related to nursing, but interdependent in situations which require the collective judgment of a multidisciplinary team from several different professions. The professional nurse is an advocate for the consumer of health care and is responsible and accountable to the profession of nursing and society for explanations of assessment, actions and outcomes.

3/99

MISSION STATEMENT

The mission of the College of Nursing and Health Sciences is to provide excellence in professional undergraduate and graduate nursing education, as well as to pursue scholarly activities and provide service to the community.

GOALS

To achieve this mission, the College of Nursing and Health Sciences will:

1. Provide nursing curricula that foster the development of the nurse as a practitioner, a leader, an advocate, a change agent, a teacher, and a consumer of research;
2. Assist students to acquire a knowledge base necessary for the generalist/advanced practice nurse, to encompass critical thinking skills, communication skills, and therapeutic nursing interventions;
3. Provide an opportunity for the development of skills in observation, experimentation, and analysis necessary for the practice of nursing;
4. Provide mechanisms by which non-generic nurses may attain the baccalaureate educational level in nursing;
5. Provide mechanisms by which baccalaureate prepared nurses may attain the master's educational level in nursing;
6. Provide professional studies to a culturally and economically diverse population;
7. Provide leadership necessary for strengthening and improving the delivery of therapeutic nursing interventions to the individual, family, and community;
8. Contribute to the health and educational needs of the individual, family, and community;
9. Provide continuing education programs based on the needs of nurses in the community;
10. Foster innovation in nursing practice and nursing education.

3/99

PROGRAM OBJECTIVES

Graduates of the baccalaureate nursing program will be able to:

1. Integrate a variety of supportive theories as a foundation for professional nursing practice.
2. Synthesize knowledge of the biophysical/behavioral sciences and humanities in rendering professional nursing care in diverse populations.
3. Integrate the nursing process in the provision of therapeutic nursing interventions.
4. Analyze decisions and actions through the utilization of critical thinking skills.
5. Exhibit effective communications skills in all aspects of professional practice.
6. Internalize responsibility and accountability for decisions and actions.
7. Assess various nursing roles to improve the health status of individuals, families, and communities.
8. Evaluate the use of leadership and management skills in a restructured health care system.
9. Appraise relevant research findings in professional nursing practice.

5/98

ORGANIZING FRAMEWORK

The organizing framework for the nursing curriculum is based on the faculty's belief about HUMANS, HEALTH, NURSING, AND SOCIETY and the interaction of these concepts. The eclectic design is derived from the synthesis of nursing theories and supportive theories from the sciences and humanities.

HUMANS are multi-dimensional, free-willed beings who progress along the developmental continuum. Human biologic, personal, and social systems combine to form the holistic nature of the individual. Through continuous interaction with the environment, individuals experience constant, dynamic states of change. When change leads to disequilibrium and/or stress in one system, repercussions occur in other systems which potentially impact health status. In addition to being viewed as individuals, humans are viewed within aggregate populations and subpopulations (i.e., families, groups, communities, and/or societies). By examining aggregates, health-related and illness-related characteristics are identified and distinguished within populations. These findings are analyzed and form the basis for nursing interventions designed for individuals as well as aggregates.

HEALTH is a dynamic state or process that changes over time and varies according to circumstances. Health variations are the result of the human being's relationship to the internal and external environments; it is more than a state of well being. Conditions of freedom and unrestricted choice are essential to health because they allow for expansion of an individual's potential to maximize daily living and increased consciousness about one's situation as it exists in the environments. Nursing recognizes health as a personal commitment to one's patterns of relating to the circumstances; thus health, as a process and an outcome, is central to nursing.

NURSING is both an art and a science that requires the use of critical thinking, communication, therapeutic interventions, and evaluation. The mission of professional nursing is to appraise and enhance health status, health assets, and health potential of humans. The domain of nursing is best described as the delivery of care to individuals, families, groups, communities, and society; the utilization of the nursing process to provide therapeutic nursing interventions; and the evaluation of the achievement of therapeutic outcomes. The professional nurse is expected to function skillfully in a variety of roles including, but not limited to, clinician, educator, leader, change agent, and advocate.

SOCIETY forms the external environment with its associated legal, ethical, and moral parameters as set forth by a diverse, multi-cultural population. American society offers freedom of choice for individuals, implying a societal acceptance that health/optimal health status is both a right and responsibility of individual members. Restructuring within the health care delivery systems forms the context for professional nursing practice and includes a variety of acute care and community-based practice settings. Health care values and standards formed within society may either enhance or impede health status/health resources for individuals, families, groups, or communities.

5/98

**BACHELOR OF SCIENCE in NURSING
(BSN)
FOR STUDENTS ENTERING UPPER DIVISION FALL 2000
AND THEREAFTER**

FRESHMAN YEAR

Fall	Semester Hours
EH 101 English Composition	3
MS 102 College Algebra	3
BY 101/103, Intro. to Biology.....	4
PSY 201 Principles of Psychology	3
	13

Spring	
EH 102 English Composition	3
SY 221 Sociology.....	3
BY 263 Human Anatomy and Physiology.....	3
NU 121 Ethics	3
	12

May Term	
EH 141 Oral Communication	3
HY	3
	6

SOPHOMORE YEAR

Fall	
CY 105 General Chemistry.....	3
CY 107 General Chemistry Lab	1
PSY 222 Human Development.....	3
BY 264 Human Anatomy and Physiology.....	3
Literature	3
	13

Spring	
CS 201 Intro to Data Processing.....	3
Literature	3
BY 283 Microbiology.....	3
MS 204 Basic Statistics.....	3
FCS 322 Normal Nutrition	3
	15

May Term

Fine Arts Elective	3
HY	3
	6

JUNIOR YEAR**Fall**

NU 306 Pharmacology	2
NU 307 Psychosocial Concepts in Nursing	2
NU 309 Health Assessment	4
NU 311 Foundation of Nursing Practice	6
	14

Spring

NU 324 Child and Family Health	5
NU 325 Adult Health in Secondary and Community Settings	5
NU 322 Health Deviations	3
NU Elective	3
	16

May Term

NU 340 Community-Based Care	3
	3

SENIOR YEAR**Fall**

NU 404 Childbearing Families	5
NU 405 Community/Mental Health	5
NU 400 Research/Outcomes Management	3
NU Elective	3
	16

Spring

NU 424 Adult Health in Secondary, Tertiary, and Community Settings	5
NU 426 Community Health Across the Lifespan	5
NU 428 Practicum	2
NU 422 Nursing Leadership and Health Policy	3
	15

TOTAL - 129 Semester Hours

ADMISSION TO THE UPPER DIVISION OF NURSING FOR STUDENTS ENTERING FALL 2000 AND THEREAFTER

1. Requirements in prerequisite courses:
 - 1.1 Advisement for the upper division begins in the pre-nursing student's freshman year with academic advisement provided each semester.
 - 1.2 The grade point average for entry into the upper division is computed only on courses listed in the catalogue as "Prerequisites to Nursing". If a course is taken more than one time, all grades earned are used in the calculation of the GPA. Students may only repeat courses in which they have previously earned a "D" or an "F" grade. If students repeat a course more than once, the first passing grade will be the one used in calculation of GPA.
 - 1.3 Students requesting transfer credit from another institution must present at least the number of semester hours designated in this catalogue for credit in each transfer course.
 - 1.4 Students are not scheduled in any NU course prior to entry into the upper division with the exception of NU121.
 - 1.5 Prerequisites must be completed prior to entering the upper division or as approved by the Admission and Progression Committee (AP).

2. Guidelines for Transfer Students
 - 2.1 All transfer credits must be validated in writing through the Registrar's office. Requests for admission into the upper division may be filed only after the student has been accepted into the University and the transfer credits have been evaluated by the Registrar.
 - 2.2 The articulation agreement of the University with junior colleges in the state establishes the equivalent courses for the advisement of transfer students.

3. Requirements for admission consideration
 - 3.1 Students are admitted to the upper division twice each year. The upper division normally requires four (4) semesters and one (1) minimester for completion.
 - 3.2 The student shall contact the Office of Student Services of the College at least three months prior to date of entry to establish records for review. A separate application must be filed to request consideration for admission into the upper division.
 - 3.3 A grade point average of at least 2.5 in prerequisite courses is required for consideration for admission into the upper division. In conformance with the stated mission of the College, students presenting program deficits may be considered for probational admission. A student admitted on probationary status may be required to schedule a reduced academic load in order to achieve program objectives, thereby increasing program length. A student admitted on probationary status must meet the conditions as specified by the AP Committee.
 - 3.4 Each student's record will be reviewed as a basis for approval to enter the upper division. The review process may include a personal interview with the candidate, a background check, contact with personal references, and contact with previous nursing faculty if the student has been enrolled in other nursing programs. The College reserves the right to limit the number of students enrolled in nursing courses in order to make the most effective use of the educational resources available.

Early Admission

- 4.1 In certain situations (e.g. for military personnel), students may be granted conditional admission based upon successful completion of at least 31 hours of prerequisite courses and having a 2.5 GPA in those courses. A re-evaluation will be done the semester prior to the admission date. If the student has failed to complete the prerequisite courses and/or the GPA has fallen below 2.5, the admission will be revoked.

ACADEMIC FORGIVENESS POLICY AND PROCEDURES

Occasionally, during a particular semester, students encounter personal, emotional, or financial circumstances so devastating that it becomes impossible for them to perform academically at a level approximating their usual record of achievement. Normally, these students realize their situations in time to take the advisable course of action and withdraw from the University. If that is not done, however, and the student's grades for the semester are decidedly below his/her normal record, it is possible for the student to petition for academic forgiveness. If forgiveness is approved all course work taken, even hours completed satisfactorily during the semester for which forgiveness is declared, will be disregarded in the cumulative grade point average and as hours earned toward graduation. Academic forgiveness may be granted one time and is applicable only to JSU undergraduate course work.

Two factors are considered in the review of petitions for academic forgiveness:

- a) The student's record must show a pattern of successful academic performance to be considered for academic forgiveness. Two semesters or twenty-four hours of course work with a minimum of a 2.00 GPA is required to determine a pattern of successful academic performance. A pattern of successful academic performance may be established before or after the term for which academic forgiveness is requested. Except for graduating seniors, twelve of these hours must be successfully completed after the semester in question.
- b) The problem encountered by the student must be unusual in degree and bear a logical connection to the student's poor performance. The problem and the effects of the problem on the student's work must be reasonably documented and verifiable.

Procedure

Students may petition for academic forgiveness for only one semester (any fall, spring, May, or summer term) already completed at the University. A petition will not be considered if the student has received a degree subsequent to the semester in question.

Students cannot receive academic forgiveness for semesters in which they are registered for upper division nursing courses. Only academic forgiveness granted by JSU will be considered in GPA calculations for admission to the upper division.

Forms and details of this policy are available in the Office of the Associate Vice President of Academic and Student Affairs or the appropriate College Dean. Undecided majors should submit the petition to the Associate Vice President for Academic and Student Affairs. After review by the appropriate parties, a recommendation regarding the petition will be made to the Vice President for Academic and Student Affairs. The Vice President of Academic and Student Affairs will then consider all recommendations and documentation and make a final decision. The student will be notified of the results of the petition by the Associate Vice President of Academic and Student Affairs. Once granted, academic forgiveness may not be reversed.

If a petition is approved, the Office of Admissions and Records will amend the record to reflect academic forgiveness. Students are cautioned that graduate and professional schools often compute grade point average over all hours attempted when considering applicants for admission. Additionally, students should note that although a semester may have been academically forgiven for purposes of completing degree requirements, all JSU courses, including the forgiven semester, will be used in determining honors at graduation.

DESCRIPTION OF COURSES

NURSING (NU)

- 121 Ethics in Nursing (3).** Examines ethical reasoning and decision-making in relation to moral, legal, and professional standards. Specific issues confronting the health care delivery system will be analyzed.
- 306 Pharmacology (2).** *Prerequisite: Acceptance to upper division.* Designed to introduce the nursing student to the basic principles of drug therapy, drug calculations, and drug classifications.
- 307 Psychosocial Concepts in Nursing (2).** *Prerequisite: Acceptance to upper division.* Provides an overview of psychosocial concepts with an emphasis on the communication process, group dynamics and stress management.
- 309 Health Assessment (4).** *Prerequisite: Acceptance to upper division.* Focuses upon patient assessment and nursing diagnosis, utilizing the approaches of history-taking and physical examination.
- 311 Foundations of Nursing Practice (6).** *Prerequisite: Acceptance to upper division.* This clinical nursing course provides the first contact with individuals/families as clients/patients and emphasizes the development of skills in problem-solving, nursing process, communication, and therapeutic nursing interventions. Lab required.
- 312 Introduction to the Professional Role (10).** *Prerequisite: Acceptance to STEP Program.* For RN students only. This course is designed to assist the Registered Nurse in making the transition to baccalaureate nursing education.
- 322 Health Deviations and Clinical Interventions (3).** *Prerequisite: Completion of first semester upper division courses.* An in-depth study of disease processes across the life span. Health promotion and disease prevention will be integrated by emphasizing risk factors and relevant therapeutic approaches to reduce the incidence of acute and chronic health problems.
- 324 Child and Family Health (5).** *Prerequisite: Completion of first semester upper division courses.* Designed to enable students to assume responsibility for care of children in a variety of settings with emphasis on normal growth/development and health teachings. Lab required.
- 325 Adult Health in Secondary and Community Settings (5).** *Prerequisite: Completion of first semester upper division courses.* Course through which students learn the responsibilities of professional nursing in providing nursing care to the adult patient with various medical-surgical problems. Lab required.
- 340 Community-Based Care (3).** *Prerequisite: Completion of second semester upper division courses.* Nursing students will partner with faculty in assessing, planning, and/or implementing various solutions for community based health problems while participating in ongoing projects intended to impact the health and welfare of large populations. Lab required.
- 341 Concepts of Human Sexuality (3).** Elective in nursing. Selected conceptions and misconceptions of human sexuality are analyzed in relationship to their implications for the professional nurse role.
- 342 Case Studies in Selected Populations (3).** *Prerequisite: Acceptance to STEP Program.* For RN students only. Patients who have complex problems are selected for analysis. Emphasis is placed on lab work, pharmacology, diagnostic tests, pathophysiology, treatment, and current research.
- 343 Concepts of Emergency/Disaster Nursing (3).** Elective in nursing. Course designed to assist students in utilizing knowledge from the biophysical and psychosocial sciences to implement care for patients in the pre-hospital emergency setting.

- 347 Lifestyle Strategies for Optimal Health (3).** Elective in nursing. Course designed to assist nursing students in assessing health risks of individuals/families and in intervening appropriately, thus promoting health and reducing risk for disease, disability, and premature death.
- 400 Research and Outcomes Management (3).** *Prerequisite: Completion of junior level nursing courses.* Designed to assist students to develop knowledge and skills in the research process, to become consumers of research, and to conceptualize the significance of research as the foundation of evidence-based nursing practice.
- 404 Childbearing Families (5).** *Prerequisite: Completion of junior level nursing courses.* Clinical course designed to enable the student to practice the various roles assumed by professional nurses in the provision of family centered maternal-infant care. Lab required.
- 405 Community/Mental Health (5).** *Prerequisite: Completion of junior level nursing courses.* Designed to enable students to understand the dynamics of mental health with emphasis on therapeutic care of psychiatric clients/families and therapeutic use of self. Lab required.
- 422 Nursing Leadership and Health Policy (3).** *Prerequisite: Completion of first semester senior level nursing courses.* Provides an overview of concepts of professional leadership and management and their use in the practice setting. Emphasizes organizational structure, management, professional issues, advocacy, health care economics, and health policy.
- 424 Adult Health in Secondary, Tertiary, and Community Settings (5).** *Prerequisite: Completion of first semester senior level nursing courses.* Enhances and further develops the student's ability and knowledge to care for adults with complex health problems together with their need for sophisticated nursing interventions. Lab required.
- 426 Community Health Across the Lifespan (5).** *Prerequisite: Completion of first semester senior level nursing courses.* Enables the student to use an epidemiological approach in coping with health and illness problems of families, aggregates of populations, and communities. Lab required.
- 428 Practicum (2).** *Prerequisite: Completion of first semester senior level nursing courses.* Offers the students the opportunity to explore specific areas of interest in the nursing major prior to entering the world of work. Requires completion of coursework supportive of interest area. Lab required.
- 444 Implementation of Professional Nurse Role (3).** *Permission of Instructor Required.* Experience an in-depth analysis of professional nurse role in selected clinical settings. Credit for ROTC Advanced Camp may be given with approval.
- 445 Concepts of Staff Development (3).** *Permission of Instructor Required.* Elective in nursing. Survey of the structure, purposes, and functions of staff development programs in hospitals and other health care agencies. Adult learning and continued competence are emphasized.
- 446 Independent Study (2).** *Prerequisite: Permission of Advisor.* Special project in nursing studies. Pass/fail grade only.
- 447 Independent Study (1).** *Prerequisite: Permission of Advisor.* Special project in nursing studies. Pass/fail grade only.
- 448 Directed Study (3).** *Permission of Instructor Required.* Elective in nursing. Offers the student the opportunity to explore specific areas of interest in nursing in either the theoretical and/or clinical arenas. Requires completion of coursework to support the areas of interest.

ATTENDANCE POLICY

A student is held responsible for attending all courses for which he/she registers. The policy of the College of Nursing and Health Sciences states there shall be no unexcused absences from any class or clinical. Students with unexcused absences from clinical or scheduled examinations will be given an "unsatisfactory" for clinical and zero for examinations. The faculty will establish the legitimacy of the excuse provided by the student and the right to call the physician's office for verification is reserved. Students are expected to notify the instructor of an intended absence prior to classroom administration of the examination and/or clinical experience.

1/99

STUDENT RESPONSIBILITY FOR MEDICAL CARE

In the event of sickness or injury, students are responsible for all costs related to the provision of medical care, as needed, in the clinical setting.

HEALTH INSURANCE POLICY

All students are required to have health insurance while attending clinicals. Verification of health insurance is due on the first day of class.

1. The student will complete and submit the "Health Insurance Form" to the course coordinator. At this time, the course coordinator will collect the forms and view the Health Insurance Card or a copy of the check submitted to the insurance company for validation.
2. The course coordinator will maintain a record of the forms collected the first day of class.
3. Prior to onset of clinicals, the forms will be submitted to the College Secretary for filing in the student's permanent record.

9/2000

HEALTH INSURANCE FORM

Verification of Medical Insurance for _____ (Semester) _____ (Year)

Student's Name (print): _____

Insurance Company: _____

Name of Insured (name on card): _____

Contract #: _____

Group #: _____

Effective date: _____

I certify that the above information is accurate and true. I am fully covered with medical insurance that extends through the end of this semester. If this insurance status changes before the end of the semester, I will notify my course coordinator and will purchase additional insurance immediately. **I understand I cannot attend clinicals unless I am covered with medical insurance.**

Signature of student: _____

Date: _____ Faculty's Initial: _____

12/99

PERFORMANCE STANDARDS FOR ADMISSION AND PROGRESSION IN THE UPPER DIVISION OF NURSING

In order to progress in the College of Nursing and Health Sciences, a student must be able to meet certain essential functions deemed necessary by the faculty for the practice of nursing. These abilities include, but are not limited to:

1. critical thinking skills sufficient to make decisions and judgments affecting clinical situations;
2. visual acuity sufficient for reading documents, observation, and assessment in clinical settings;
3. hearing ability sufficient for auscultatory assessment, monitoring alarms and emergency signals, and responding to verbal directions;
4. tactile ability sufficient for physical assessment;
5. motor skills and mobility sufficient for quick movements in a clinical setting, lifting at least 50 pounds, turning, positioning and transferring patients, performing CPR, calibrating machines and equipment, and performing adequate documentation;
6. communication skills sufficient to engage in verbal conversations with health care workers, patients, families, and communities;
7. ability to detect odors such as those involving bodily odors, those indicative of infection, fires, and chemical spills.

These skills are taken from the document entitled The Essentials of Baccalaureate Education for Professional Nursing Practice (1998), a publication of the American Association of Colleges of Nursing. A copy of this document is available upon request in the Coordinator of Student Services Office located in the College. If these skills and essential functions cannot be met by the student, unassisted or with the provision of reasonable accommodations, the university reserves the right to deny admission or to advise the student to seek counseling from the university counseling center.

12/99

RETENTION IN THE UPPER DIVISION OF NURSING FOR STUDENTS ENTERING FALL 2000 AND THEREAFTER

1. A student must earn a "C" or above in all nursing courses.
2. When a student fails a nursing course, this course must be repeated the *FOLLOWING* semester if it can be scheduled by the College of Nursing and Health Sciences.
 - 2.1 Failure of the same nursing course twice constitutes dismissal from the nursing program.
 - 2.2 Failure of two (2) courses in the nursing curriculum constitutes dismissal from the nursing program.
3. A student's nursing practice must meet established standards, as determined by the faculty, in order to continue in clinical nursing courses. A student failing to meet these standards will not be allowed to progress in the curriculum.
4. A student must comply with all policies related to the annual health form in order to meet agency and College requirements. A student failing to meet this standard will not be allowed to progress in the curriculum.
5. Students must successfully complete the English Competency Exam by the semester prior to graduation.
6. Students must complete the College-Based Examination during their senior year.
7. A student admitted on probational status must meet the conditions as specified by the Admission and Progression Committee in order to progress in the curriculum.
8. Completion of the upper division of nursing courses must occur in seven (7) semesters.
9. This policy supersedes all University policies in decisions related to progression and retention in the upper division of nursing.

12/99

INTERRUPTION IN CLINICAL SEQUENCE

Generic students who do not complete the nursing sequence on a continual basis as scheduled, must re-apply for admission prior to registering for any nursing course through the academic advisor. (See “Re-application and Request for Change in Nursing Sequence” form.)

Students who have missed a total of two or more regular semesters of coursework during completion of the nursing sequence will be required to validate knowledge from previously completed courses (clinical and non-clinical) prior to readmission into the upper division of nursing. The Admission and Progression Committee is responsible for reviewing students requests for re-admission and advising the students about validation options.

12/99

PROCEDURE FOR SPECIAL REQUESTS

All requests will be considered on an individual basis. However, recommendations for approval or denial will be contingent upon meeting all special provisions.

1. Students submitting special requests requiring alteration of their tracking sequence will first discuss the request with the faculty advisor and complete “Reapplication and Request for Change in Nursing Sequence” form.
2. The advisor will make recommendations for retracking and submit to the Chairperson of the Admission and Progression Committee (AP). The retracking must include the student’s remaining curriculum sequence.
3. The AP Committee will review the request and the projected impact on the classes involved prior to responding to the student’s request.
 - 3.1 If needed, a revised tracking sequence will be specified.
4. The AP Committee will make recommendations to the Dean. After approval, the recommendations will be forwarded to the Coordinator of Student Services who will notify the student of approval or denial of the request.
 - 4.1 Copies of the letter will be forwarded to the faculty advisor and the AP Committee chairperson.

12/99

CREDIT SYSTEM

The unit of credit at Jacksonville State University is the semester hour. In the nursing courses, the credit allocations are derived as follows:

Didactic:	1:1
Clinical:	3:1

DISMISSAL FROM THE NURSING MAJOR

The Dean and faculty of the College of Nursing and Health Sciences have the authority to request withdrawal of a student from the College of Nursing and Health Sciences, and to refuse re-admission to any student at any time if circumstances of a legal, moral, health, social, or academic nature warrant such action.

5/91

AUDIO AND VIDEO TAPING POLICY

It is the policy of the College of Nursing and Health Sciences that audio and/or video taping of lecture content by students is not allowed except in the case where a student has been determined by Disability Support Services (DSS) to need these learning methods to comply with section 504 of the American Disability Act (ADA).

5/99

USE OF CELL PHONES/PAGERS

No cellular phones or pagers are to be used in the classroom or clinical settings. Phones or pagers brought into class or clinical must remain in a nonaudible, vibration mode or the OFF position. Emergency calls may be routed through the College office. Staff will forward all emergency messages when possible.

10/2000

GRADING POLICIES

Grading System

The following represents the grading system used by the University and the basis upon which quality points are earned. The grade point average (GPA) may be determined by dividing the quality points earned by the number of hours attempted.

- A - four quality points per hour (90-100)
- B - three quality points per hour (80-89)
- C - two quality points per hour (70-79)
- D - one quality point per hour (60-69). This grade will not be assigned for EH 098, 099, 101, LS 094, 095, 098, 102, and PHS 099.
- NC - No credits (0-69). This grade is assigned only in English 098, 101, LS 094, 095, 097, 098, 104, and PHS 099.
- F - No quality points (0-59). Failing grades may not be removed from the academic record. This grade will not be assigned for EH 098, 101, LS 094, 095, 097, 098, 104, and PHS 099.
- P - Passing. Grade given for selected courses as specified in course descriptions in the catalogue. The grade of P does not affect the G.P.A. The grade of F on a pass or fail course is computed as a regular F grade.
- I - Incomplete - no quality points. See University Catalogue for details.
- W/P - withdrawn passing.
- W/F - withdrawn failing (counts as an F)
- X - Audit - no credit.

Transferred grades are accepted according to the letter grade sent by the issuing institution regardless of numerical scale on which the letter grade was based.

Grade Point Averages

The University computes Grade Point Averages on all students. The GPA system ranges from 0-4. Hours attempted are divided into quality points in order to arrive at the Grade Point Average for students entering the upper division of nursing and for students enrolled in nursing courses.

GRIEVANCE PROCEDURE

Students enrolled in the College of Nursing and Health Sciences may request a due process hearing if they feel that their rights have been violated. Information concerning the rights and obligations of students in the grievance process may be obtained from the Office of Student Services of the College of Nursing and Health Sciences.

THE SCHOLARS' CODE

I. Scholars' Code

A. Background and Philosophy

Historically, a mutual trust exists between a College and those who attend the institution. The College accepts the concept of mutual trust and individual honesty.

The nursing profession is one of highest distinction, honesty, and integrity. Such characteristics are essential for members of this profession. The College requires students to comply with the standards of conduct deemed appropriate for the nursing profession by the American Nurses Association, the American Association of Colleges of Nursing Essentials Document, the American Nurses Association's Code of Ethics, as well as those delineated in the Scholars' Code of the College of Nursing and Health Sciences.

Since the success of any code at a college depends on the cooperation and conscientious effort of students, staff, faculty, and administration, the Scholars' Code is intended as the collective and individual responsibility of all persons and groups within the college. Every student has a responsibility to the college to maintain the level of collective honesty. Students should not feel compelled to tolerate dishonesty in themselves or others.

B. Introduction

The Scholars' Code shall be as follows:

All students in the College agree to the ideals of the honor system upon registration in the college and thereupon assume the responsibility of abiding by the spirit of honesty in their academic pursuits. The establishment of a Scholars' Code is not intended to be an indication that academic dishonesty is commonplace at this or any other institution. The Scholars' Code is merely a method of reaffirming the existing informal code of honor which has prevailed at this college since its inception.

Conduct with respect to nursing students can be considered under two general headings: academic and professional. Misconduct involves a violation of academic or professional principles as viewed by students, faculty, and colleagues. Violations within these areas will be processed by the Judicial Board without regard to the sex, race, color, religious affiliation, national or ethnic origin, age, veteran status, or disability of any of the participants.

1. Violation of Academic Rights

Any action by students indicating dishonesty or a lack of integrity in academic matters is considered a violation of academic ethics. These offenses include, but are not limited to, cheating, plagiarism, falsifying, or knowingly passing on information about the content of an examination or required written assignment.

A student of the College who submits an examination or other work, thereby certifies that the work is his or her own and that he or she is unaware of any instance of violation of this code by himself/herself or others.

2. Violation of Professional Ethics

Any action by students indicating dishonesty or a lack of integrity in professional matters is considered a violation of professional ethics. Actions of this nature should be reported to the Chair of the Student/Alumni Affairs Committee who will seek consultation with the Dean if there is a question whether the alleged infraction is the purview of this Board.

C. Purpose and Application

The general purpose of the Scholars' Code is to provide a framework for continuing the present pursuit of academic honesty at this institution. The Code should help deter specific incidents of academic dishonesty in the future and generally prevent the possibility of breaches of the honor system becoming widespread. Additionally, the Scholars' Code will establish definite parameters for students within which they should be able to accomplish their academic work with honesty. Finally, the Scholars' Code will establish procedures for reporting, resolving, and remedying individual instances of alleged dishonesty in a manner that insures swift and fair consideration of the relevant facts.

The Scholars' Code shall be applicable to all students enrolled at the College, both full and part-time. The code shall apply to all work assigned to meet course and clinical requirements. The term "work" shall include but not be limited to papers, reports, problem solutions, laboratory and other exercises, tests, examinations, computer programs, projects, SOAPE notes, critical pathways, data bases, and nursing process recordings.

D. Dissemination and Explication

1. The Scholars' Code shall be part of all relevant College publications. It is the responsibility of students and faculty to be familiar with this policy.
2. It shall be the responsibility of each faculty member to inform students of the Scholars' Code as part of the course orientation at the beginning of every semester, through the course syllabus or other effective means. Faculty shall support the principles of academic integrity and fairness through course policies and procedures.
3. The appropriate officials and offices shall conduct an orientation for all upper division nursing students and incoming nursing faculty to familiarize these individuals with the provisions of the Scholars' Code prior to attending classes or teaching. First semester students shall include transfer students who are not familiar with the Code.

II. Breaches of Scholars' Code

A. Prohibited Activities

Though the following list does not include all of the possible violations of the Scholars' Code, it is indicative of the types of actions which must be prohibited in order to maintain the bond of mutual trust at this University.

1. Dishonesty on a test, examination, problem solution, exercise, or assignment which is offered by the student in satisfaction of course requirements or as extra credit is a violation of the Scholars' Code. Dishonesty occurs when a student gives, receives, makes, or uses unauthorized assistance. Dishonesty includes but is not limited to the following: using crib or cheat sheets, copying another student's work, having another person take an examination for the student, tampering with computer equipment to falsify evaluation of work, and giving false reasons for absence, tardiness, or failure to complete work. These actions violate the principles of the Scholars' Code.

2. Plagiarism is a violation when it occurs on a theme, report, paper, or assignment submitted as partial fulfillment of course requirements or an extra credit in a course. While a more extensive definition of plagiarism is contained in Subsection C of Section II of this Policy, plagiarism is the use of another's ideas or words as one's own without giving credit. The preparation of a paper, report, exercise, problem, or other assignment, by someone other than the person submitting the work is a violation of the Scholars' Code.
3. The submission of commercially prepared papers, reports, or themes in satisfaction of course requirements is prohibited. The use of another's academic work wholly, or in part, as a means of satisfying course requirements is also prohibited. The submission of academic work prepared for another course is prohibited unless the instructors in both courses have agreed to such a joint project. Falsifying or misrepresenting the results of a research project or study is a violation of the Scholars' Code.

B. Test, Examinations, and Exercises

Examinations, tests, practical exercises, and problem solutions, whether administered in the classroom or given in a take-home form should be the work of the individual who submits them. Unless it is intended to be a take home test, the test/exams shall not be removed from the classroom without faculty permission.

Group work and other forms of collaboration may be authorized by an instructor for a specific assignment. The presumption remains, however, that unless otherwise permitted and specified by the instructor, all academic work is to be an individual effort. In this spirit, the Scholars' Code prohibits both the giving and receiving of unauthorized assistance.

C. Plagiarism

Plagiarism is the act of passing off the ideas, works, and writings of another as one's own. Its most blatant form consists of copying verbatim the work of another without citation. This most obvious type of plagiarism requires a degree of premeditation and careful planning, but plagiarism can be the result of carelessness, negligence, or ignorance of acceptable forms of citation. Any act of plagiarism is a violation of the Scholars' Code calling into question the student's trustworthiness as a scholar. In order to avoid violations, a student must realize that any ideas, words, or material from another source must be acknowledged. It is incumbent on each student to learn the proper forms of citation and to exercise due caution in the preparation of papers and assignments and "...should any confusion arise, it is far better to err on the side of caution than risk leaving source material uncited. In other words, when in doubt, footnote." (Vanderbilt University, The Honor System Handbook, 1978-79, p. 7).

D. Compliance with the Scholars' Code

All work submitted for academic credit at this institution shall be in compliance with the Scholars' Code. If there are questions regarding how to apply the Scholars' Code in a particular situation, the student should request immediate clarification from the instructor.

III. Procedure for Resolution of Breaches of the Scholars' Code

A. Initial Report of a Breach of the Scholars' Code

Any student, support staff, staff RN, or faculty member may report a breach in the Scholars' Code that has been personally witnessed or discovered. The student and support staff should follow **procedure C** (Judicial Board Process). RN staff and faculty should follow **procedure D** (Faculty Direct Observation). A written account of the incident must be completed (See Scholars' Code Report Form). Confidentiality should always be maintained concerning the accused and the accusers unless written permission to reveal the names is obtained. If anyone is found to breach this confidentiality, they too will be reviewed by the Judicial Board.

The written report of a breach in the Scholars' Code must be submitted to the Chair of the Student/Alumni Affairs Committee within seven (7) school/working days of the alleged violation. Report forms may be obtained in the Student Services Office or from the faculty. The person(s) bringing the charges against an individual must present evidence, inclusive of the names of any witnesses, in writing to the Chair. The Chair shall appoint a faculty member of the Student/Alumni Affairs Committee to serve as Judicial Board Adviser for the case. The Judicial Board Adviser shall forward the report to the course faculty involved and present a blind review of the evidence to the Judicial Board. Every effort will be made to ensure confidentiality and fairness toward both the accused and the accusers.

When an alleged violation is reported, it is the obligation of the Faculty Advisor of the Judicial Board to inform the individual accused of the nature and details of the charges brought against the person. (See Form: Notification of Alleged Violation of the Scholar's Code). The Adviser also shall inform the individual accused of legal rights and procedures involved in considering the alleged violation. The Judicial Board Adviser shall confirm this notice of charges by sending a certified letter to the student.

The individual accused has the right to present supportive evidence in writing, and to seek advice from a faculty member of the College, such as the Academic Adviser or Student Services Coordinator. The individual accused also shall have the right to have a member of the Board disqualified due to conflict of interest or possible bias. If members of the Judicial Board are disqualified or no longer enrolled, they may be replaced by drawing from the officers of Sigma Theta Tau and JANS.

The person(s) bringing the charge of alleged violation also may ask a member of the College to assist in writing the report.

B. Composition of the Judicial Board

The Judicial Board is a group within the College to whom allegations of academic or professional misconduct are directed. Alleged violations of the Scholars' Code are reviewed by the Board. The Board is responsible for determining the validity of any allegation of academic or professional misconduct. In addition to its judicial purpose, the Board serves to strengthen the ethical orientation of those in the nursing program.

1. Membership

The regulating body of the Scholars' Code, the Judicial Board, is composed of five voting members and one faculty adviser. The composition of the Board includes: three (3) elected officers from JANS (vice president, treasurer, and public relations officer), and two (2) elected student representatives from Sigma Theta Tau. The faculty adviser is appointed by the Chair of the Student/Alumni Affairs committee as a resource and liaison person and is a non-voting member of the Board.

2. Qualifications

Student members of the Judicial Board will be selected by JANS and Sigma Theta Tau during the spring elections of officers. Those voting in the JANS election should be made aware that Judicial Board service is among the expected roles for the vice president, treasurer, and public relations officer. All Judicial Board members serve a one-year term from May through April. No student may be a member of the Board for more than two (2) terms. Representatives must be able to serve a complete term to be elected.

C. Judicial Board Process

The Judicial Board convenes on an "as needed" basis. All reports must be considered within seven (7) working/school days after notifying the accused student of the alleged violation of the Scholars' Code. A quorum, three-fifths of voting members, must be present to validate board decisions. The Judicial Board is expected to operate on a consensual basis to reach its decision. An unanimous decision shall be required to find the accused guilty. In the event that the Board is unable to meet or a quorum is not present, the Dean has the responsibility and authority to act in accordance with this code. The faculty adviser may request the presence of the involved faculty and student to present information directly to the Board.

The Board shall examine the written statements of the parties involved, the report form and any written evidence presented by the accused. Board members shall act in accordance with the strictest neutrality and all deliberations shall be kept confidential. In the event a member is biased either for or against the accused, or has assisted in the writing of reports, for this meeting, it is the member's obligation to disqualify himself/herself from the proceedings.

All written material gathered during the proceedings shall be sealed and filed for a period of not less than five (5) years. The Board shall allow all possible latitude in determining guilt or innocence and shall examine all charges being brought against the individual accused. The duty of the Board is to review all evidence as presented and to determine the validity of the charges brought against the individual. In case of innocence, all information of proceedings shall be held in strict confidence. Instances of adjudged guilt, the Board shall recommend actions such as, but not limited to the following:

1. counseling
2. failure or no credit for the academic work
3. failure in the course
4. formal reprimand with a letter of admonition placed in the student's permanent file
5. probation for a specific period of time
6. suspension for a definite period of time
7. expulsion

After the Board has reached a decision, the faculty adviser will notify the Dean in writing. In keeping with the identified purposes of the Scholars' Code, whenever possible, recommendations to the Dean shall be directed toward strengthening the ethical orientation of the individual. The ultimate decision on an action rests with the Dean. The Dean shall notify the accused.

D. Faculty Direct Observation

If the faculty or RN staff observes or discovers evidence of violation of the Scholars' Code, the faculty or RN staff member should follow these procedural guidelines:

1. The instructor must notify the student of the alleged offense. (See Form: Notification of Alleged Violation of the Scholars' Code). This notification must be both verbal and written with the student signing the instructor's copy, thereby acknowledging receipt of the notification. The signing of the notification by the student is not an admission of guilt.
2. After notification, the student has a right to admit the offense or request, in writing, a review before the Judicial Board. The faculty witnessing the offense may independently request a Judicial Board proceeding regardless of the student's decision to admit or deny the accusation.
3. Either action must be taken within seven (7) working/school days of notification and should be in the form of a signed admission or request from the student. All statements, requests, and reports of actions taken will be filed in the Dean's office.
4. When a review is requested, the Board can dispose of the matter by mutual consent of the parties or by a vote of the Board. The review will occur within seven (7) working/school days after the request has been received. The student may choose to have the Academic Adviser or the Student Services Coordinator to assist in writing the defense and presenting written statements of witnesses or of other evidence relevant to the charge.
5. If the student requests further review, the matter shall be referred to the Dean for a final decision.
6. If the course faculty request further review, the matter shall be referred to the Dean for a final decision.

Portions adapted from the Nell Hodgson Woodruff School of Nursing Honor Code, Emory University, and the Jacksonville State University Committee of Academic Honesty Policy.

DRESS CODE

The College of Nursing and Health Sciences use many different facilities for clinical experiences. In the clinical areas, the student assumes a role as a member of the nursing team, and while in that role must present a professional appearance. The dress code of the College is established to provide a uniform standard for professional appearance of the students. Certain specialty areas of clinical practice, e.g. the Operating Room or the OB/GYN unit, may require a unique uniform that differs from the standard. The clinical instructor, in coordination with the facility, will provide guidance with regards to unique clinical area uniform requirements. The student must assume responsibility for meeting the standards of the College dress code and presenting a professional appearance. Students who fail to meet the dress code standards are subject to removal from the clinical area and may receive an “Unsatisfactory” for meeting the clinical objectives for that day.

1. The female’s hair shall be worn off the face and collar or worn up while on duty. Barrettes, or other devices, worn to maintain the hair off the face and collar shall be of the same or similar color of the hair. Devices used to maintain the female’s hair shall be conservative and non-obtrusive. Ponytails must be pinned in place. Make-up should be natural looking.
2. The male’s hair shall be neatly trimmed and off the collar. Beard and mustache shall be neatly trimmed and covered when in specialty areas, otherwise male students shall be clean-shaven.
3. Fingernails for both men and women must be clean, short, and without polish.
4. Jewelry shall be limited to wedding band: plain gold or silver. Earrings or any other rings, pins or other jewelry either clipped to the body or attached through pierced body parts, visible to the eye during the normal wear of the uniform are prohibited.
5. A watch is a required uniform item. Watches shall be of the analog type and must have a sweep second hand. Watchbands that are gold, silver, brown, white or black will be acceptable in the clinical area. The instructor will determine the appropriateness of a watch.
6. The uniform for women is a royal blue scrub top with women's royal blue scrub pants. JSU shall be monogrammed diagonally in white thread on the left upper front of the top. Socks shall be crew length, solid white socks, and without stripes or logos of any kind.
7. The uniform for men is a royal blue scrub top with men's royal blue scrub pants. JSU shall be monogrammed diagonally in white thread on the left upper front of the top. Socks must be solid white without stripes or logos of any kind.
8. If tee shirts are worn underneath, they should be solid white and sleeveless.
9. The uniform, for both men and women, shall be clean and neatly pressed. Students will be held accountable for the appearance of their uniforms. The clinical instructor has the final authority to determine if a uniform is excessively worn, stained, or otherwise no longer serviceable.
10. The lab coat for women is a short white jacket with two pockets located on each side of the lower front of the jacket.
11. The lab coat for men is a short white jacket with a pocket on the upper left front and two pockets located on each side of the lower front of the jacket.
12. The school insignia patch is located on the left sleeve two inches below the shoulder in the midline on lab coat for both men and women.
13. A white cardigan style sweater or the white lab coat, are the only cover-ups that are appropriate with the uniform.
14. The nursing shoe shall be a closed, conservatively styled, white shoe with leather uppers. The shoe’s upper shall not be suede, patent leather, canvas or any other artificial fabric. The entire shoe shall be no less than 99% white including the visible edge of the sole. Shoelaces shall be 100% white. The heel of the shoe should be one inch or less. Shoes with open toes or open heels are specifically prohibited. Shoes should be kept clean and white at all times, including shoelaces.
15. Students may wear their nursing school pin after it is officially presented at Honors Day.
16. Students entering clinical agencies on school-related business should wear appropriate street clothes (i.e. dress or dress pants), covered by the lab coat and wearing the picture ID issued by the College. Inappropriate street clothes include but are not limited to: blue jeans, shorts, tee shirts, sandals, tennis shoes, or tattered, dirty attire.
17. Students shall not wear scents, colognes, aftershave, or perfumes.
18. Students must wear the picture ID card issued by the College on all uniforms.
19. School attire, as defined in this policy, is only to be worn when functioning in the role of a student nurse. Students must at all times behave in a manner that reflects positively on both the College and the nursing profession at all times while wearing the uniform.

REQUIREMENTS FOR GRADUATION FOR STUDENTS ENTERING FALL 2000 AND THEREAFTER

To be considered a candidate for the degree of Bachelor of Science in Nursing the student must:

1. Fulfill the specific requirements for this degree as set forth in the University Catalogue.
2. Earn minimum of 32 semester hours residence work at Jacksonville even though he/she had been admitted to advanced standing or has transferred credits.
3. Have no more than 12 semester hours in correspondence work.
4. Be expected to complete general subject requirements for graduation during the freshman and sophomore years in so far as this is possible.
5. Complete 129 semester hours of university work, and must earn a minimum "C" average, 2.0 G.P.A. and attain other standards approved by the faculty.
 - a. A student must earn a minimum "C" or better in each prerequisite and upper division nursing course.
 - b. At least 52 semester hours of the credit presented for a degree must be in courses numbered 300 and above.
 - c. The student must successfully complete the English Competency. The College BASE Examination must be taken. See Tests and Examinations Section of the University Catalogue.
 - d. The student must, before each registration, make an appointment for advisement with the faculty of the College of Nursing and Health Sciences to secure approval of the choice of courses and the sequence of such courses.

SPECIAL NURSING COSTS

TRAVEL EXPENSES

The student nurse is responsible for all travel associated with clinical nursing requirements.

PROFESSIONAL APPAREL

Student nurse apparel is ordered at the time of acceptance into the upper division of nursing. Complete information concerning the uniform and dress code is available in the College of Nursing and Health Sciences. The approximate cost is \$75.00.

TESTING AND EVALUATION FEE

Students in the upper division of nursing are required to take selected standardized competency examinations. A one-time non-refundable fee of approximately \$140.00 is assessed upon entering the first clinical nursing course. This fee covers the cost of examinations administered in the upper division.

HEALTH INSURANCE

Health insurance coverage is mandatory for all upper division students. Each student must present official proof of coverage on the first day of class. If you do not have health insurance, you may purchase it through Midwest National Life Insurance Company of Tennessee at a cost of \$255.00 per year or you may pay each semester. The cost is slightly higher if paid by semester. Enrollment forms are available at the College of Nursing. Payment must be handled directly through the insurance company.

MALPRACTICE INSURANCE

Hospitals and health agencies cooperating with the College of Nursing and Health Sciences require student nurses to carry malpractice insurance. A one-time non-refundable fee of approximately \$45.00 is accessed upon entering the first clinical nursing course. This fee provides for malpractice insurance coverage for the entire clinical course sequence.

NURSING SKILLS PACK

Supplies and equipment must be purchased. Cost is approximately \$45.00 - \$80.00 per semester.

SENIOR EXPENSES

Composite Pictures	Approximately \$20.00 - \$25.00 (Additional pictures may be purchased)
College of Nursing and Health Sciences Graduate Pin	Approximately \$45.00 - \$225.00

At the beginning of the Fall semester prior to graduation, senior students may purchase the College of Nursing and Health Sciences Graduate Pin. Orders are placed in the College of Nursing and Health Sciences through the Office of Student Services.

Application for Degree	Approximately \$ 20.00
Cap and Gown	Approximately \$ 23.00
NCLEX Review Course (optional)	Approximately \$200.00
State Board Fees	Approximately \$255.00

PROCEDURE FOR STUDENT HEALTH APPRAISALS

In accordance with affiliate agencies and College requirements, all students are to have a physical examination upon admission to the nursing major and annually. The findings are to be reported on the appropriate health forms. The following procedure outlines student, staff, and faculty responsibilities.

1. The "Health Appraisal Form" will be mailed to the student along with the letter of admission. Thereafter, the "Annual Health Appraisal Form" is to be obtained from the secretary of the College.
2. The "Health Appraisal Form" is to be returned on the first day of class during the student's first semester in the major.
3. Subsequent "Annual Health Appraisal Forms" will be due the first day of class.
4. The completed health forms are to be submitted to the secretary of the College.
5. The secretary of the College will maintain a database that specifies the date of the initial and subsequent physical examinations. Any student who does not comply with the policy stated herein will not be allowed to function in the clinical area until the completed health form is submitted.
6. The secretary will notify the course coordinator if students enrolled in the course need to submit health forms. This will be done prior to the beginning of the clinical rotation.
7. The completed forms will be reviewed by the nurse practitioner of the Nursing Center Clinic. If questions or concerns are identified, the student may be asked to obtain a health care provider statement of explanation/clarification.
8. Once reviewed, all forms are placed in the student's permanent file.

REQUIREMENTS FOR MMR BOOSTER

All nursing students enrolled in a clinical course must present written documentation of immunity to Measles (Rubeola), Mumps, and Rubella. Acceptable documentation consists of evidence of vaccination booster for Measles, Mumps, and Rubella (MMR) or Measles and Rubella (MR) given after 1980.

Although the College is requiring proof of protection against Rubeola, Rubella, and Mumps, students who choose to not be vaccinated may present current documentation of an acceptable titer for Measles (Rubeola) and Rubella.

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REQUIREMENTS FOR HEPATITIS B VACCINE

As of March 1, 1990, all nursing students involved in clinical courses must present written documentation of immunity to Hepatitis B. Acceptable documentation consists of evidence of: (1) vaccination for Hepatitis B with three (3) doses of vaccine; (2) receipt of at least the first dose of the vaccine for Hepatitis B; (3) a confirmed prior illness with Hepatitis B; or (4) documentation of acceptable titer for Hepatitis B.

A vaccination program will be available through the Nursing Center Clinic for a predetermined fee. Vaccine is also available through many private physicians and clinics. Students must assume financial responsibility for receipt of the vaccine.

Although the College is requiring this proof of protection against Hepatitis B, a waiver option is available to be signed by the student relieving the College and JSU of any responsibility including financial cost associated with the provision of vaccine or other medical necessities incurred through acquiring the disease or having an accidental exposure to blood or body fluids.

A follow-up titer to determine immune status is recommended by the Center for Disease Control (CDC) six weeks after completing the series of three injections. This is **not** a requirement for the Jacksonville State University nursing student. If an individual elects to have a titer, he/she must assume financial responsibility for the test. If the test reveals a non-immune status, the CDC recommends a booster dose or initiation of the full series.

12/99

BLOOD AND BODY FLUID EXPOSURE POLICY

Philosophy

The Lurleen B. Wallace College of Nursing and Health Sciences faculty, staff, and students adhere to Universal Blood and Body Fluid Precautions. One principle of these precautions is to assume that all patients are potential carriers of bloodborne disease. In addition, health care workers should assume themselves to be potential carriers. They must exercise caution so as to protect both patients and health care workers from exposure to blood and body fluids.

Prevention

Students are recommended to receive the Hepatitis B vaccine series, which is available through the Nursing Center Clinic or students may choose to receive this vaccine through their own private health care provider. It is recommended that students obtain follow-up titers through the Student Health Center or their private health care provider to ensure that immunity to Hepatitis B has been achieved. Students who wish to know their baseline HIV status should contact community resources for free or low-cost testing.

Before entering the clinical setting, all students are instructed on Universal Blood and Body Fluid Precautions and post-exposure procedures.

Post-Exposure Protocol

When someone is directly exposed to or in contact with blood or other potentially infectious materials, the response shall be as follows:

1. Immediately wash the affected area with soap and water, or in the case of mucous membrane exposure, flush copiously with water or saline.
2. The student must promptly notify the clinical instructor or preceptor.

Students are encouraged to immediately consult their own health care provider, emergency health care provider, or infectious disease specialist regarding the advisability of post-exposure prophylaxis. **The health care provider will make the judgment as to whether the exposure warrants prophylaxis.** The student will be directed by the clinical instructor or preceptor to seek immediate medical care. Students will be responsible for all costs with regards to their post exposure medical care. Coordination of the student's plan of care and follow-up will be the responsibility of the student and the student's health care provider. While the clinical instructor or preceptor may provide information regarding the advisability of seeking prompt medical attention, the ultimate decision as to the management of the exposure is the joint responsibility of the student and the student's health care provider.

The student's health care provider will manage the student's post-exposure baseline and follow-up laboratory tests for bloodborne pathogens. Students are responsible for coordinating the release of their initial test results to the health care provider of their choice, if needed. The College is not responsible for ensuring the student's compliance with post-exposure care.

3. The clinical instructor or preceptor will notify the agency charge nurse or immediate supervisor. It is recommended that the clinical agency's infectious disease nurse, if available, also be notified. An incident (exposure) report should be completed. If the agency will allow, a copy of the report should be obtained and forwarded to the Course Coordinator. If the agency will not provide a copy of the report, the clinical instructor or preceptor should write a memorandum for record to the Course Coordinator, summarizing the details of the exposure.
4. Immediately after notifying the agency, the clinical instructor or preceptor should call the college secretary at 782-5425 or toll free at 1-800-231-JAX1, to initiate notification of the Course Coordinator. The course coordinator will notify the Dean within 3 days that an incident has occurred.

Students are responsible for adhering to the established accidental exposure policies and procedures of the clinical agency and the College with respect to reporting and documentation of the incident. Students will be responsible for all costs, as required, to themselves, the patient, or to the clinical agency incurred as a result of the accidental exposure incident. Notification of the patient (if the exposure source is known), risk screening of the patient or other diagnostic testing of the patient, if indicated, will be coordinated in accordance with agency policies.

**POSSIBLE EXPOSURE TO BLOOD BORNE PATHOGENS
RELEASE OF LIABILITY**

I _____ am aware that the Lurleen B. Wallace College of Nursing and Health Sciences requires participation in patient treatment and clinical procedures during the course of nursing classes. I am also aware that as a result of my voluntary participation, I may be exposed to infectious diseases and am participating in the clinical work voluntarily.

I have been informed by my clinical instructor/preceptor _____ that on this date I have been involved in an incident that may have resulted in my being exposed to infectious disease. I understand that it is the policy of the College of Nursing and Health Sciences to release me from clinical practicum in order that I have the opportunity to seek medical evaluation of risk status and further treatment. It is my decision to refuse to seek medical evaluation for risk status and further treatment. By my signature below, I release Jacksonville State University, any of its employees, and the participating agency _____ from any liability for injury, illness or infection that may be contracted as a result of this incident.

I am aware that I am responsible for following the agency policies with regards to reporting and documentation of the exposure incident, regardless of my decision to seek medical attention. I understand that I am responsible for any future financial expenses resulting from my decision not to seek medical evaluation at this time, or any expenses resulting in the future should I elect to change my mind and seek care in the future.

Student's Signature

Date

Clinical Instructor/Preceptor

Date

The signed release of responsibility will be maintained in the student's permanent file.

PREGNANCY IN CLINICAL COURSES

Students enrolled in clinical nursing courses are expected to be fully capable of performing the various tasks required by the clinical nursing program without endangering patient or self. Therefore, the following policy regarding pregnancy will be effective.

1. Upon learning of the pregnancy, the student will provide the College with a statement from her attending health care provider concerning the expected date of delivery and her ability to perform in the clinical setting.
2. The student will provide a copy of the statement from her attending physician to the student's clinical course coordinator. If enrolled in two (2) concurrent clinical courses, both clinical course coordinators must be notified.
3. As long as the student remains pregnant, at the beginning of every semester, each clinical course coordinator will be provided with a current (within 30 days) statement from the student's attending physician clearing the student to participate in the clinical setting.
4. A student will not be permitted to enroll in or remain in clinical nursing courses if the pregnancy will unduly interfere with the performance of her clinical assignments. The student is responsible for immediately notifying the clinical course coordinator of any significant changes in her pregnancy status that might affect her ability to perform clinical assignments or might endanger herself, her expected child, or the patients in the clinical setting.
5. A more stringent policy may be put into effect if experience shows that the implementation of this announced policy is hazardous to the health of the student, her expected child, or the patients served in the clinical courses.

12/99

FINANCIAL ASSISTANCE

Several types of assistance are available to students in the College of Nursing and Health Sciences. These include:

- Federal Pell Grant
- Alabama State Grant Program
- Federal Supplemental Educational Opportunity Grant
- Federal Perkins Loan
- Federal Direct Student Loan Programs
- Federal Direct Subsidized Student Loan
- Federal Direct PLUS
- Disadvantaged Students in Nursing Scholarships
- Campus Employment
- General Scholarships

Other programs may be available. Information concerning assistance programs, eligibility and application procedure can be obtained by contacting the Financial Aid Office.

NURSING SCHOLARSHIPS

Nursing scholarships are awarded to junior or senior students enrolled in the upper division of Lurleen B. Wallace College of Nursing and Health Sciences. These awards are based on merit, and where merit is equal, consideration is given to need. Information concerning nursing scholarships may be obtained through the Office of Student Services. These scholarships are awarded each spring.

CLINICAL AGENCIES

Various hospitals and health agencies in the area are used for student nurse experience. Students provide their own transportation to and from the clinical agencies. A student who rides with another is to provide his/her own liability insurance.

SMOKE-FREE ENVIRONMENT POLICY

Considering health risks and factors related to quality of life for smokers and non-smokers, it is the policy of the College of Nursing and Health Sciences (Wallace Hall) that the environment be designated as a smoke-free environment. **NO** smoking will be permitted within the building at any time. This policy applies to faculty, visitors, and students.

Appropriate signage will be displayed on the front and rear entrances to the building. Students shall be advised of the policy upon admission to the upper division of nursing, and shall be held accountable if a policy violation occurs.

Individuals who choose to smoke may do so in a location that is twenty-five feet (or more) from the building. Faculty and staff will be responsible for educating students and visitors of established smoking regulations.

INCLEMENT WEATHER

The following guidelines have been adopted by the faculty to be used in the event of inclement weather (such as snow, ice, or hurricane) which may affect student's attendance in class/clinical. The purpose of this policy is to provide a mechanism for deciding whether clinical travel is expected, since official University closings may not be announced until later in the morning.

1. The clinical course coordinator is responsible for contacting clinical instructors to discuss inclement weather conditions. By faculty consensus, a decision shall be made regarding class/clinical attendance. It is suggested that contacts be initiated early for example, at 05:00 if clinicals begin at 07:00.
2. Clinical instructors will notify students in their groups of cancelled clinicals. A telephone tree calling system may be used for notification. Clinical instructors should maintain a list of students' phone numbers for this purpose.
3. Students are responsible for evaluating the safety of travel in their vicinity, using information from news reports, the Highway Patrol, or other valid sources. Students should not travel if conditions are unsafe, even if clinicals have not been canceled. Students should not, for example, travel over iced bridges, closed roads, or flooded areas. Students are responsible for notifying faculty if they are unable to attend clinicals because of weather and road conditions.
4. If the University officially closes due to inclement weather, canceled clinical days do not need to be rescheduled. If the University does not close, all missed clinical days must be made up.
6. The course coordinator shall be responsible for notifying the Dean of cancelled classes/clinicals.

SEVERE WEATHER WARNING PREPAREDNESS GUIDELINES

The following procedure is to be used when severe weather procedures are implemented by the Jacksonville State University Director of Safety. The Dean's office will be notified to implement the severe weather preparedness plan. All students, clients, visitors, faculty, and staff will seek shelter in the following sheltered locations of the ground floor of Wallace Hall: Room 106, lobby men's and women's rest rooms, xerox room, and the administrative hallway.

1. Dean's Secretary will notify the College secretaries and the Media Specialist/Designee of all severe weather warnings. For severe thunderstorm warnings and tornado watches, classes and staff should be notified and reminded of the evacuation procedure. Tornado warnings will warrant evacuation to sheltered rooms on the ground floor.
2. Media Specialist/Designee will be responsible for checking every room and office on the second floor and notifying all present of the need to seek shelter on the first floor. The Designee will also check the fire extinguishers monthly and keep a supply of flashlights stocked in the cabinet of the front counter of the administrative area. It is the Media Specialist's responsibility to make sure that each classroom has a copy of the "Severe Weather Warning Preparedness Guidelines" posted with suggested evacuation route. The Designee will prepare the annual report by September 30th of each year.
3. College Secretary will be responsible for checking all rooms and offices on the first floor and notifying all present of the need to seek shelter in secure areas.
4. Faculty (who are in class) will be responsible for lining their students up in single file. Classrooms on the West Side of the building will evacuate down the stairwell and turn to the right (men's room). Classrooms on the East Side of the building will evacuate down the stairwell and turn left (women's room). Faculty in downstairs offices are to go to room 106. Faculty in the upstairs offices who are not in class will evacuate down the stairwell to the administrative workroom (122). Administrative staff should exit to the administrative workroom (122).

5. Nursing Center Clinic Personnel will be responsible for notifying all clinic staff and clients of the need to seek shelter on the first floor. They will proceed single file down the stairwell to room 106.
6. Student Services Director and Secretary will schedule a severe weather drill each semester or at appropriate intervals.

3/99

FIRE SAFETY PROCEDURE

PURPOSES:

- To inform the employee of appropriate precautions in the event of a fire.
- To provide guidelines for employees during a fire.
- To provide a mechanism that will enable the employee to prioritize in the event of an emergency situation.

PROCEDURE:

1. Alert others in the building of immediate danger.
2. Pull the nearest fire alarm and give exact location of fire.
3. Evacuate all students and visitors in a single file to a fire protected area, shut off all lights and close all windows.
4. Make every possible effort to extinguish the fire and/or contain it to its immediate area.

EVACUATION AREA:

UPSTAIRS

1. If fire is downstairs, evacuate through back door to grassy area to the right of the College.
2. If fire is upstairs, evacuate to nearest exit in a single file away from fire.
3. Clinic fire - staff should evacuate to fire protected area in a single file.

DOWNSTAIRS

1. Lobby fire - administrative staff exit through Dean's office around building to front parking lot across the street from the College.
2. Faculty exit building through left side door to front parking lot across from the College.
3. Kitchen fire - exit through front door to parking lot across the street from the College.

**NEVER GO THROUGH A FIRE AREA WHEN THERE IS AN
ALTERNATE ESCAPE.**

METHOD OF OPERATION OF FIRE EXTINGUISHERS

Obtain the fire extinguisher closest to you. Take to the scene of the fire.

- Remove the locking pin by pulling straight out
- Aim the nozzle at the base of the flame and squeeze trigger
- Fan the nozzle slowly back and forth to provide a smothering blanket of powder at base of flame.

Water is a conductor of electricity and should never be used in extinguishing a grease fire, an electrical fire, or in close conjunction with electrical equipment.

GENERAL RULES

1. Avoid PANIC.
2. Never alarm students or visitors by unnecessary and exciting motions.
3. Know your responsibilities and act with reassurance.
4. A fire drill should be conducted biannually.

BOMB THREAT EVACUATION PROCEDURE

1. After receiving a bomb threat, pull the nearest fire alarm.
2. The Dean's office is to be notified of the bomb threat so that the appropriate agencies may be notified.
3. Evacuation procedures will be the same as stated in the Fire Safety Procedure.
4. Remain calm and alert.
5. If the threat is by telephone, keep the caller on the line as long as possible. Ask the caller to repeat the message.
6. Listen for distinguishing background noises such as music, voices, aircraft, church bells, motors, etc. that might give an indication to the caller's location.
7. Listen carefully to the voice of the caller - note whether male or female, has an accent or speech impediment.
8. Ask about the location of the bomb, type, and time of detonation. Tell the caller the building is occupied and innocent people could be hurt.
9. Take note about the caller's knowledge of the building by the descriptions given of locations.

LICENSURE INFORMATION

Completion of the B.S.N. degree fulfills one of the qualifications for licensure by examination as listed below. The student is advised to review qualifications for licensure as well as grounds for denial of licensure before beginning the nursing major.

ELIGIBILITY FOR RN LICENSURE BY EXAMINATION

Qualifications for licensure by examination include:

- high school graduation or equivalent
- good moral character
- successful completion of requirements for graduation from a Board approved registered nursing program (for RN licensure).
- not in violation of Code of Alabama, 1975 Section 34-21-25, or Alabama Board of Nursing Administrative Code 610-x-8-.01 and 610-X-8-.05

While an applicant may meet the above qualifications, final approval to take the licensure examination and become licensed in Alabama is subject to action by the Board of Nursing.

GROUND FOR DENIAL OF LICENSE

Grounds for denial of a RN license by examination include but are not limited to:

- conviction of a felony
- conviction of a misdemeanor or felony involving moral turpitude or gross immorality
- conviction of a state or federal law relating to controlled substances (may be misdemeanor or felony)
- failure to show good moral character as pertains to nursing
- abuse of or addiction to alcohol or other drugs
- being mentally incompetent
- unprofessional conduct
- false representation of facts on application for licensure

(*Code of Alabama*, 1975, Section 34-21-25; Alabama Board of Nursing Administrative Code 610-X-8.01; 610-X-8-.05)

Applicants should also be aware that they must disclose (on application to take the licensure exam) arrests that did not result in convictions, if they have ever been on a state and/or federal abuse registry, or been court martialled/disciplined or administratively discharged by the military and attach those court records (to the application). Misdemeanors must also be disclosed. (memorandum: ABN: 1-20-94, 6-21-99)

STUDENT AFFAIRS

Students in the College of Nursing and Health Sciences are eligible to participate in all University student affairs. Student nurses are active in the University Student Government Association, sororities, fraternities, ballerinas, athletics, and the religious life of the campus.

JACKSONVILLE ASSOCIATION OF NURSING STUDENTS

The Jacksonville Association of Nursing Students (JANS) is a constituent of the National Student Nurses' Association (NSNA). JANS/NSNA's collaborative leadership activities can provide opportunities to meet and network with other nursing students, participation in local, state, regional, and national conventions, educational offerings, and opportunities to hold office at the local, state, and national level. In addition, JANS sponsors various activities through the year which are directed toward university, community and state projects. Membership information and meeting schedules are available at the JANS office.

SIGMA THETA TAU

Sigma Theta Tau is the International Honor Society of Nursing. The Zeta Xi Chapter of the College of Nursing and Health Sciences is chartered by Sigma Theta Tau. The purposes of this organization are to recognize superior achievements and leadership, foster high professional standards, encourage creative work, and strengthen commitment to the ideals and purposes of the profession.

Sigma Theta Tau endeavors to seek out and reward students in baccalaureate or higher degree nursing programs who have demonstrated ability in nursing as evidenced by superior academic achievement. Candidates for membership in the Zeta Xi Chapter are elected from the students enrolled in the baccalaureate program. Students who have completed at least one-half of the required nursing curriculum shall be eligible for membership. Other criteria for invitation to join are stated in the Sigma Theta Tau By-laws.

STUDENT SERVICES

COUNSELING AND CAREER SERVICE

Counseling and Career Services offers personal, educational, and career counseling for JSU students. Personal counseling is conducted in a private setting under the strictest confidence. Counselors are available on an individual or group basis. Counseling and Career Services features a comprehensive career library, on-line computer resources for making vocational and educational decisions, and is the registration site for CLEP, ACT, GRE, MAT, and other examinations.

Counseling and Career Services provides employment assistance to graduating seniors and alumni through on-campus interviews, job listings, career fairs, referrals, computer resources, corporate information, and individual counseling. In addition, Counseling and Career Services coordinates programs for part-time, off-campus employment, internships, and cooperative education experiences. For information, call (256) 782-5475.

DISABILITY SUPPORT SERVICES

Disability Support Services (DSS) provides academic support services as required by Section 504/ADA, removing unfair barriers, and equalizing opportunities to otherwise qualified students. DSS does provide additional programming for students who have sensory disabilities. DSS works with faculty and staff to facilitate the student's integration into the academic community. For information, call (256) 782-5093.

MULTICULTURAL SERVICES

Multicultural Services promotes cultural diversity within the University community. The office enhances the University environment through programs and activities to develop leadership and academic skills, as well as to increase awareness of diverse cultures and backgrounds. For information, call (256) 782-5886.

STUDENT HEALTH CENTER

The Williams Student Health Center is a primary health care facility providing outpatient medical services as well as promoting preventive health measures. Services include health education, health screening, treatment of short-term illnesses, emergency first aid, physical examinations, allergy injections, and family planning. Medications are available through physicians dispensing.

The Student Health Center is located between Sparkman Hall and Mason Hall. Office hours are Monday through Friday, 8:00 a.m. to 4:30 p.m. Call for an appointment at (256) 782-5310.

EDUCATIONAL MOBILITY

STEP Program

The Lurleen B. Wallace College of Nursing and Health Sciences supports the concept of career mobility for those pursuing careers in nursing. It is from this perspective that the College of Nursing and Health Sciences offers an accelerated program for students currently licensed as Registered Nurses. **STEP** (Strategic Teaching for Enhanced Professional Preparation) is designed to provide a mechanism by which Registered Nurses may obtain the baccalaureate educational level in nursing. Courses are made available through the use of video tapes, web-based courses, and other related media, and clinical preceptorships.

RN students must complete the prerequisite courses required of generic students. All students should seek individual advisement to determine a specific plan for completion of the program.

REGISTERED NURSE PLAN

Nursing Course(s) for which **Advanced Placement Credit** may be given:

1. NU 306 Pharmacology	2 hrs.
2. NU 307 Psychosocial Concepts in Nursing	2 hrs.
3. NU 311 Foundations of Nursing Practice	6 hrs.
4. NU 322 Health Deviations and Clinical Interventions	3 hrs.
	13 hrs.

Nursing courses for which **Advanced Placement Credit** may be received based on the Nursing Mobility Profile II results:

1. NU 324 Child and Family Health	5 hrs.
2. NU 325 Adult Health in Secondary and Community Settings	5 hrs.
3. NU 404 Childbearing Families	5 hrs.
4. NU 405 Community/Mental Health	5 hrs.
5. NU 428 Practicum	2 hrs.
	22 hrs.

All required Nursing courses are offered through the **STEP** program.

Nursing courses required for all Registered Nurses:

1. NU 312 Introduction to the Professional Role	10 hrs.
2. NU 342 Case Studies in Selected Populations	3 hrs.
3. NU 400 Research and Outcomes Management	3 hrs.
4. NU 422 Nursing Leadership and Health Policy	3 hrs.
5. NU 424 Adult Health in Secondary, Tertiary, and Community	5 hrs.
6. NU 426 Community Health Across the Lifespan	5 hrs.
7. NU 448 Directed Study	3 hrs.
	32 hrs.

SAMPLE CURRICULUM PLAN**Semester I**

NU 312 Introduction to the Professional Role.....	10 hrs.
	10 hrs.

Semester II

NU 426 Community Health Across the Lifespan (clinical course).....	5 hrs.
NU 422 Nursing Leadership and Health Policy	3 hrs.
NU 342 Case Studies in Selected Populations.....	3 hrs.
	11 hrs.

Semester III

NU 424 Adult Health in Secondary, Tertiary, and Community Settings	5 hrs.
NU 400 Nursing Research and Outcomes Management.....	3 hrs.
NU 448 Directed Study	3 hrs.
	11 hrs.

NURSING MOBILITY PROFILE INFORMATION

The Nursing Mobility Profile II evaluates previous learning and experience in order to help establish credit and placement for nurses seeking education mobility.

The Nursing Mobility Profile II consists of four content areas and was normed on students in baccalaureate nursing programs. "Care of the Adult Client" includes questions which focus on the nursing care of clients in a variety of settings and at various stages of the wellness-illness continuum. "Care of the Client during Childbearing" focuses on nursing care during the antepartal, intrapartal, and neonatal periods. Emphasis is on the normal, although some common complications are included. "Care of the Child" is concerned with care of children of all ages and at various stages of health and illness. "Care of the Client with Mental Disorder" consists of questions which reflect psychosocial assessment and intervention strategies to support the client's strengths.

Integrated throughout each of the four tests are questions about nutrition, pharmacology, patient teaching, and interpersonal relations. Questions are presented in case situations and are written in the framework of the nursing process.

Process for Advanced Placement Credit:

1. Registered Nurse applicants will be awarded college credit based on established articulation agreements or successful completion of the NLN Nursing Mobility Profile II Examination.
2. Prior to writing the NLN Mobility Profile II, the applicant must complete procedures for making application to the University and have official transcripts of all previous college level work sent to the Admission Office of Jacksonville State University.
3. The NLN Mobility Profile II is administered on selected dates each month, with the exception of March and December. Application to write the exam must be made six weeks prior to the requested test date. Payment must be rendered upon scheduling a test date. Study guides will be sent to each applicant upon receipt of the application. It is recommended that the student plan to allocate one and a half days for the Nursing Mobility Profile II Examination.
4. The NLN Mobility Profile II must be completed prior to the completion of NU 312.
5. Students will be notified of results following receipt of scores from the NLN. A passing score will be determined by subtracting the standard deviation from the mean score of each examination.

6. The Nursing Mobility Profile II Examination can only be taken once. In the event of unsuccessful completion of any section of the profile, the student will be advised in writing to make an appointment with the appropriate Course Coordinator for specific instructions. The Course Coordinator will notify the **STEP** Coordinator for satisfactory completion of the prescribed activities.

Entrance into **STEP Program**

1. The student must be currently licensed as a Registered Nurse.
2. The student must be admitted to Jacksonville State University with all current transcripts on file.
3. The student must have completed the required prerequisite courses.
4. Each student should seek individual advisement since each may have different educational needs.

Other information:

1. **Professional Apparel**

Registered Nurse students are required to wear the College of Nursing name tag when functioning in the role as student in the clinical setting. Students are responsible for wearing attire appropriate for the selected clinical setting.

2. **Malpractice Insurance and Health Insurance**

Each Registered Nurse student will provide himself/herself with malpractice and health insurance throughout all clinical nursing courses. Malpractice insurance is not required during NU312. If the student does not have coverage of either policy, it may be purchased through the College.

If the student has private coverage of malpractice insurance, a letter must be submitted to the College stating that the RN is covered in the student role. Proof of coverage will be submitted prior to entry into the first nursing clinical course.

At the beginning of the first course, the student must submit the Health Verification Form and show proof of coverage. Proof of coverage will consist of either the Health Insurance card or a copy of the check from the insurance company.

3. **Health Forms**

In accordance with affiliate agency and College of Nursing and Health Sciences requirements, all students are to comply with physical examination and immunization requirements.

4. **License**

Each student will provide a current nursing license prior to entry into the upper division of nursing.

GUIDELINES FOR SCHOLARLY PAPERS

These following guidelines have been developed for the purpose of providing information that may be useful in the preparation of scholarly papers. Unless the faculty member of a specific course provides alternative guidelines, papers submitted to faculty are expected to be organized according to criteria set forth in this document. Additional resources which may be helpful include:

American Psychological Association. (1994). Publication manual of the American Psychological Association (4th ed.). Washington, DC: Author.

Damrosch, S., & Damrosch, G.D. (1996). Avoiding common mistakes in APA style: The briefest of guidelines. Nursing Research, 45, 331-333.

A 14 page crib sheet is available on the World Wide Web at the following address:
www.isv.uit.no/seksjon/psyk/apacrib.htm

I. Assumptions:

- A. All written work intended for a grade is to be presented in a scholarly fashion:
 1. Typed (unless specifically given other instructions).
 2. Correct spelling is used.
 3. All quoted and paraphrased material is referenced appropriately.
 4. All reference citations are in APA format.
 5. Each paragraph is to be longer than a single sentence, but not significantly longer than 150 words.
 6. Third person is used throughout the paper. Do not use "I" in formal papers. Do not provide personal opinions in formal papers unless directed by instructor.
 7. Appropriate sentence structure is used (e.g., verb tense, subject-verb agreement, punctuation, no incomplete or run-on sentences, sentence content is clear to the reader).
 8. Appropriate explanation and use of acronyms and abbreviations: Terms that are to be abbreviated must be spelled out completely and followed by its abbreviation in parentheses on its first appearance, i.e., Jacksonville State University (JSU), fetal heart tone (FHT), or blood pressure (BP). Thereafter, the abbreviation is used in text without further explanation, (e.g., JSU, FHT, BP). Eliminate unnecessary abbreviations, i.e., patient (pt.), without (w/o), etc. Avoid use of contractions (e.g., aren't, isn't, etc).
 9. All references to clients and/or their families are to be made by initials only.
- B. Students are to read and be familiar with the latest edition of the APA manual.
- C. No scholarly work is turned in for a grade without being proofread.

II. Specific Guidelines:

A. Typing

1. White bond paper – 8.5 x 11 inch
2. Typeface – 12 point serif typeface, such as Times Roman, Arial, or Courier.
3. Printouts must be dark, clear, and readable. Draft quality dot matrix and sans serif compressed fonts are unacceptable.
4. Double-space the entire document except for the reference list. Single space each reference; double space between references.
5. Indent the first line of each paragraph five spaces from the left margin. Indent the first line of each entry in reference list.
6. Margins should be 1 inch on sides, bottom, and top of every page.

7. Pages are to be numbered consecutively in the upper right-hand corner, beginning with the title page.
8. Title page, text/content, and references should start on a separate page.
9. Do not use a running head on student papers.

B. Title Page:

1. Title is to be centered in all uppercase letters. A long title will be in the shape of an inverted pyramid. If title is two or more lines, double-space between the lines.
2. Other information to be presented on the title page includes writer's name, date, and course number. (Refer to example)

III. APA Guidelines

A. Headings:

1. APA allows for the use of from 1 to 5 levels of heading. These are:
 Level I – Centered uppercase and lowercase heading
 Level II – Centered, underlined, uppercase and lowercase heading
 Level III – Flush left, underlined, uppercase and lowercase heading
 Level IV – Indented, underlined, lowercase paragraph heading ending with a period.
 Level V – Centered uppercase heading
2. Not every paper requires all levels of heading. Refer to the APA guidelines (pp. 91-93) to determine the level, position, and arrangement of heading.
3. **ALL PAPERS 5 PAGES AND GREATER SHOULD HAVE A TABLE OF CONTENTS**

B. Quotations:

1. Direct quotations of less than 40 words are incorporated into the text and enclosed in double quotation marks. The author, year, and specific page citation are presented in the text, and a complete reference is included in the reference list. (See APA manual, pp. 95-96 for more detail). Lengthy quotations should be avoided. The majority of the work in the paper should be the student's.
2. Direct quotations of 40 or more words are displayed in a double-spaced block of typewritten lines. The entire block quote is indented five spaces from the left margin. Quotation marks are omitted, but reference citation (author, year, and page) is required.
3. In a "run-in" quotation (one that is incorporated into the text), lowercase the first letter regardless of how it appeared in the original source.
4. Generally, quotation marks should be placed outside a comma or period and inside other punctuation. Quotation marks are placed outside punctuation marks when the mark belongs with the quoted material and inside when the mark belongs with the text. Refer to APA guidelines (p. 246) for examples.
5. Indicate omission of an internal part of a direct quotation with three ellipsis point (. . .), separated from the text and from each other by one space. Ellipsis points are not needed at the beginning of a "run-in" quotation. The beginning of a quotation is to be marked with quotation marks (e.g., "The profession . . . should not expect that public to support the argument.")

C. Tables/Figures

1. Brief, clear, explanatory titles and headings should be given for tables and figures. Standard abbreviations may be used in table/figure headings without explanation (e.g., no. for number or % for percent). Non-standard abbreviations require an explanation.
2. An informative table/figure supplements, not duplicates, the text. The text should refer to each table/figure and its data, but discuss only the high points.
3. Tables/figures should be referred to in text by their numbers rather than as “the table above”. Tables/figures should be incorporated into text as closely as possible to the first textual reference.

D. Numbers

1. As a general rule, numbers less than ten are usually written in word form in the text. Numbers ten and over are usually written in numerals. Refer to APA (pp. 99-104) for examples and exceptions.
2. Numbers with decimal points and percentages are written in Arabic numerals. The symbol for percent (%) accompanies the number. Without a numeral, the word “percentage” is used. Sentences should never start with numerals.
3. References to tables and figures numbers are to appear in Arabic numerals. References in text to numbers taken from figures and tables should also be in numerical form, even if the numbers are small.

E. Reference Citations in Text

1. All reference listings must be mentioned in the text.
2. Citation of an author’s work in text identifies the source for readers, and enables readers to locate the source of information in the alphabetical reference list at the end of the paper.
3. APA uses the author-date method of citation; that is, the surname of the author and year of publication are inserted in the text at the appropriate point.

Examples:

Jones (1999) compared mortality rates.....
 In a recent study of mortality rates,..... (Jones, 1999)
 In 1999, Jones compared mortality rates.....

4. For references with two authors, always cite the last names of both authors.

Example:

White and Green (1999) concluded.....

5. For references with three to five authors, name all authors on the first mention, then use et al. on second and subsequent mentions.

Example:

Jones, Smith, and Back (1999) studied..... (first citation)
 Jones et al. (1999) studied..... (subsequent citations)

6. If a reference has six or more authors, cite surname of first author and “et al.” in the first citation and give the full citation in the reference list.
7. Join names in a multiple-author citations with “and” if cited in text and with an ampersand (&) in parenthetical comments and reference list.

Example:

Jones, Smith, and White (1999) concluded.....

A recent study (Jones, Smith, & White, 1999) focused on

F. Reference List Format

1. The reference list is alphabetized by authors’ last names. Authors’ names are inverted (last name first) with last name and initials. Multiple references by a particular author are ordered by publication data (oldest to newest). APA format uses “&” instead of “and” when listing multiple authors of a single work.
2. The first line of each entry should be indented 5 spaces from the left margin. Single space each reference; double space between references.
3. Only the first word of a title or subtitle of a work is capitalized. Title of books and journals are underlined.
4. If a periodical has consecutively numbered pages, no issue number is required. If each issue begins with page 1, an issue number is essential for clarification. Refer to APA (pp. 182-186) for examples.
5. The APA publication manual contains 77 examples of different reference types (pp. 195-221). A few examples of commonly used formats are presented below.

Periodicals:

Steinert, T., Wiebe, C., & Gebhardt, R.P. (1999). Aggressive behavior against self and others among first-admission patients with schizophrenia. Psychiatric Services, *50*, 85-89.

- If the journal is paginated by issue (i.e., each issues begins with page 1), include the issued number in parentheses following the volume. Psychiatric Services, *50* (2), 85-89.

Books:

Polit, D. F. (1996). Data analysis & statistics for nursing research. Stamford, CT: Appleton & Lange.

Edited Book:

Stanhope, M., & Lancaster, J. (Eds.). (1996). Community health nursing: Promoting health of aggregates, families, and individuals (4th ed.). St. Louis: Mosby.

Article or Chapter in an Edited Book:

Nowland, L. (1999). Ethical issues in nursing practice. In J. Lancaster (Ed.), Nursing issues in leading and managing change (pp. 337-364). St. Louis: Mossy.

Electronic Media:

1. At the time of writing the current APA edition, a standard had not yet been established for referencing on-line information. APA had since made recommendations on electronic reference formats. This information may be accessed at www.apa.org/journals/webref.html.
2. The format for citations for a Web document is often similar to that for print, with some information omitted and some added. Web references begin with the same information that would be provided for a printed source or as much of that information as is available. The Web information is placed in a retrieval statement at the end of the reference. It is important to give the date of retrieval because documents on the Web may change in content, move, or be removed from a site altogether.
3. Examples for citing specific documents on a Web site:

American Psychological Association. (1995, September 15). APA public policy action alert: Legislation would affect grant recipients [Announcement]. Washington, DC: Author. Retrieved January 25, 1998 from the World Wide Web:
<http://www.apa.org/ppo/istook/html>

Sleek, S. (1996, January). Psychologists build a culture of peace. APA Monitor, pp. 1, 33. Retrieved January 25, 1996 from the World Wide Web:
<http://www.apa.org/monotor/peacea.html>

4. Examples of citing articles and abstracts from electronic databases:

- The basic retrieval statement for CD-ROM databases is:
Retrieved from [source] database ([name of database], CD-ROM, [release date], [item no.—if applicable])

Example:

Federal Bureau of Investigation. (1998, March). Encryption: Impact on law enforcement. Location: Publisher. Retrieved from SIRS database (SIRS Government Reporter, CD-ROM, Fall 1998 release)

- The basic retrieval statement for on-line databases is:
Retrieved [month day, year] from [source] on-line database ([name of database], [item no.—if applicable])

Example:

Bowles, M., D. (1998). The organization man goes to college: AT & T's experiment in humanistic education, 1953-1960. The Historian, 61, 15+. Retrieved 14 May, 1999 from DIALOG on-line database (#88, IAC Business A.R.T.S, Item 04993186)

- The basic retrieval statement for databases accessed via the Web is:
Retrieved [month day, year] from [source] database ([name of database], [item no.—if applicable]) on the World Wide Web; [URL]

Example:

Kerrigan, D. C., Todd, M. K., & Riley, P. O. (1998) Knee osteoarthritis and high-heeled shoes. The Lancet, 251, 1399-1401. Retrieved January 27, 1999 from DIALOG database (#457, The Lancet) on the World Wide Web:
<http://www.dialogweb.com>

TITLE IN CAPS – IF LONGER THAN ONE LINE

MAKE INVERTED PYRAMID

Your Name

A paper

Submitted in partial fulfillment of the requirements for NU 440, Nursing Research, in
The College of Nursing and Health Sciences, Jacksonville State University

JACKSONVILLE, ALABAMA

1999

Jacksonville State University
Lurleen B. Wallace College of Nursing and Health Sciences

REFUSAL OF HEPATITIS B VACCINE ADMINISTRATION

I have read the Lurleen B. Wallace College of Nursing and Health Sciences' policy requiring the Hepatitis B Vaccine, and the package circular concerning Hepatitis B Vaccine and am knowledgeable of the risk of exposure to hepatitis. I choose NOT to be vaccinated. I agree, therefore, to relieve Jacksonville State University, the Lurleen B. Wallace College of Nursing and Health Sciences, and all of its faculty and staff of any responsibility including financial cost associated with the provision of vaccine or other medical necessities incurred through acquiring the disease or having an accidental exposure to blood or body fluids if I should contact this disease during or after my experiences in any clinical/classroom setting.

Student's Name (Print)

Student's Signature

Date

Witness to Signature

Date

cc: Student's File (Original Copy)
 Advisor

Jacksonville State University
Lurleen B. Wallace College of Nursing and Health Sciences

LOW TITER WAIVER

I, _____ have received the vaccination for the following _____ (Measles (Rubeola), Mumps, and Rubella; Hepatitis B, etc.) and my titer level remains low. Based on the low titer results, I understand that I am not considered to be immune. I am aware that the Lurleen B. Wallace College of Nursing and Health Sciences requires participation in patient treatment and clinical procedures during the course of nursing classes. I am also aware that as a result of my participation, I may be exposed to infectious diseases.

Student's Signature

Date

Witness

Date

Jacksonville State University

Lurleen B. Wallace College of Nursing and Health Sciences

I. LETTER OF UNDERSTANDING

I have in my possession a copy of the Student Handbook of the Lurleen B. Wallace College of Nursing and Health Sciences. This handbook explains the policies and procedures governing the College.

I hereby testify that I will adhere to the ethical standards of the nursing profession, including the Scholars' Code of the College.

I understand that I am responsible for seeking clarification through established channels within the College and University on any point that is not clear to me.

Initial_____

5/98

II. STATEMENT OF UNDERSTANDING REGARDING DROPPING OF NURSING COURSES

In the event that I voluntarily choose to drop any nursing course(s), I understand that I am not guaranteed resequencing or placement in the course(s) the following semester, therefore, lengthening my program of study. To request resequencing in the upper division of nursing, I understand it is my responsibility to initiate a written request through my advisor.

Initial_____

IV. STATEMENT OF UNDERSTANDING REGARDING ENGLISH COMPETENCY EXAM AND C-BASE

I have been advised and fully understand that I must *successfully complete* the University English Competency Exam *no later than the semester prior to my scheduled graduation*. In the nursing curriculum, I must successfully pass the ECE by the end of the third semester of the upper division of nursing. **I have been advised that the exam is now given once per semester and there will no longer be special testing dates for graduating seniors.** Application for Degree will not be released until successful completion.

I have also been advised and fully understand that I must complete the College BASE Examination and complete a Graduating Senior Questionnaire prior to graduation. This may be completed anytime after I have obtained Senior status, however, it is preferred that it be taken during my last semester.

Failure to comply with these guidelines may prevent my graduating as scheduled.

Initial_____

9/98

V. RELEASE OF LIABILITY

In the event of sickness or injury in the clinical setting, I realize that I am responsible for all costs related to the provision of medical care. I have been advised that hospital/accident insurance is required by many of the clinical agencies utilized in the nursing program and that I should carry evidence of current insurance coverage at all times. Furthermore, I understand that I am responsible for all expenses associated with sickness/injury irrespective of insurance coverage or lack thereof.

I release and hold harmless Jacksonville State University and any employee, affiliate, or associated clinical agency of Jacksonville State University. My signature below certifies that I have been properly advised of my responsibilities in relation to medical expenses.

Student's Name (Print)

Student's Signature

Date

Jacksonville State University
Lurleen B. Wallace College of Nursing and Health Sciences

CONSENT TO RELEASE NAME TO HEALTH CARE AGENCIES

If you would like to have your name and address released to health care agencies for the purpose of recruitment, please complete the form below and sign.

Permission to Release Name and Address

I hereby consent to the release of my name and address to health care agencies for the purpose of recruitment. If I wish to withdraw my name at any time, I may do so by written request.

(Please print)

Name: _____

Permanent Address: _____

Phone Number: _____

Expected Graduation Date: _____

Student's Name (Print)

Student's Signature

Date

JACKSONVILLE STATE UNIVERSITY
Lurleen B. Wallace College of Nursing and Health Sciences

PERMISSION FOR RELEASE OF CONFIDENTIAL INFORMATION

**I, _____ hereby consent to and authorize the
 College of**

**Nursing and Health Sciences to release a copy of the following from my
 student file:**

Physical Exam

Immunization Record

Other _____

I understand that this waives my right to privacy under the provisions of the Family Educational Rights & Privacy Act of 1974 (Public Law 93-380) commonly known as the Buckley Amendment. Information contained in the student's file may not be transferred to a third party without the written authorization of the student concerned.

 Signature

 Date

 Print Name

 Student number

File to be sent to:

Issued to student

 Facility/Agency

 Address

**The student will incur a cost of \$5 per agency if records are to be mailed or faxed by CNHS.

 OFFICE USE ONLY

Record(s) given/sent by: _____ Date: _____

LURLEEN B. WALLACE COLLEGE OF NURSING AND HEALTH
SCIENCES

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