



Student Handbook
2020 - 2021

Welcome

Dear Nursing Student,

Congratulations on your admission to the Andrew College Nursing Program. This is an exciting time for you. Over the next two years you will experience a transformation from college student to Registered Nurse.

As you know, the nursing program has limited enrollment. You were chosen for admission because your academic and personal achievements indicate that you have what it takes to be successful in this program. However, **your success depends on you.** The nursing curriculum is quite rigorous. Therefore, from the very first day, please take advantage of all of the resources that are available to you in the nursing division and at the college in general. Schedule time to prepare for class and clinical, and plan study time every day.

Please get to know the faculty. They are here to help you learn. Let the faculty know early in the process if you are experiencing academic or personal difficulties. They are ready and willing to assist you or to refer you to the appropriate area for help. Your communication with the faculty is essential to your success.

I am looking forward to getting to know you, to working with you and to seeing you receive your associate degree in nursing.

Sincerely,

Susan Askew, MSN, RN, FNP-C, CNE

Accreditation & Professional Affiliations

Andrew College is accredited by the Southern Association of Colleges and Schools
Commission on Colleges (SACSCOC)

186 Southern Lane
Decatur, Ga 30033
Telephone: 404-679-4500
Website: www.sacs.org

The Andrew College associate degree nursing program is approved by the Georgia Board of
Nursing.

Georgia Board of Nursing
237 Coliseum Drive
Macon, GA 31217-3858
Telephone: (478) 207-2440
Fax: (877) 588-0446
Website: www.sos.georgia.gov/plb/nursing

The Andrew College Associate Degree in Nursing program is accredited by the National League for
Nursing Commission for Nursing Education Accreditation (NLN CNEA) located at 2600 Virginia
Avenue, NW, Washington, DC 20037.

Commission for Nursing Education Accreditation
2600 Virginia Avenue, NW
8th Floor
Washington, DC 20037
Telephone: (202) 909-2487
Fax: (202) 944-8523
Website: www.nln.org

The Andrew College nursing program is a member school of the voice for nursing education.

National League for Nursing
2600 Virginia Avenue, NW
8th Floor
Washington, DC 20037
Telephone: (800) 669-1656
Website: www.nln.org

Andrew College is endorsed by the University Senate of the United Methodist Church as an
affiliated United Methodist institution.

Upon admission/readmission into the nursing program, students will be required to familiarize themselves with a current copy of the Nursing Division Student Handbook. The handbook will be reviewed in class and the student will be given the opportunity to ask questions. Each student must indicate that they have read and understood the policies by signing the appropriate form.

This handbook is designed to assist the student in understanding the policies and procedures of the nursing program. These policies and procedures provide direction for students as they progress through the program. It is the student's responsibility to read, understand and abide by the policies.

Students are encouraged to review the handbook at the beginning of each semester so that they will be thoroughly familiar with the program requirements. If new policies are implemented, students will be notified in class and the policy will be posted on the Nursing Division website. The policies and procedures in this handbook are effective until students are otherwise notified.

It is the student's responsibility to be familiar with the contents of the college catalog, college student handbook, nursing division student handbook, and the college and nursing program web sites.

HISTORY of the NURSING PROGRAM

The Andrew College Nursing Program was created as a result of the vision of college President, Dr. Linda Buchanan. Dr. Buchanan foresaw the need for additional Registered Nurses to meet the healthcare demands of the citizens of rural southwest Georgia and beyond. In September 2015, Ms. Cindy Lee, RN, MSN, FNP began to work on a feasibility study for the Associate Degree in nursing program. Early 2016, Dr. Debra Hairr was hired as Nursing Program Director along with a Consultant, Ms. Julia E. Gould, RN, MS who reviewed the feasibility study and continued to expand it. The completed feasibility study was included in Report One that was submitted to the Georgia Board of Nursing (GBN) on March 8, 2016. The Board of Nursing granted developmental approval for the Andrew College nursing program on May 19, 2016. For personal reasons, Dr. Hairr resigned her position at the end of May 2016. In mid-June 2016, Dr. Joan Darden was hired as program director to continue the approval process. She hired Susan Askew, RN, MSN, FNP as a full time faculty member and Cindy Lee, RN, MS, FNP as a part time faculty member in June 2016. Together, they completed the request for initial approval for the nursing program which was contained in Report Two. It was submitted to the Board of Nursing on August 1, 2016. A substantive change request for the nursing program was submitted to the Southern Association of Colleges and Schools (SACS) on September 1, 2016 by the Academic Dean, Dr. Richard McCallum. SACS favorable action on the request occurred at its June 2017 meeting.

At the September 2016 meeting of the Georgia Board of Nursing, as the Executive Director of the Board presented Report 2 from Andrew College; he commented on the high quality of the report. He stated further that “the Andrew College report set the bar for all other programs.” On September 8, 2016, the Andrew College Nursing program was granted Initial Approval by the Georgia Board of Nursing. With this approval, the plan to admit the first nursing students (n= 35) in the fall of 2017 was realized. Two additional full time faculty were hired July 1, 2017: Dallarrie Jamison, MSN, FNP and Sherri Cartwright, MSN.

Initially, the nursing program was temporarily housed in a rent-free space that was formerly used as a physician’s office. As a result of the excellent fund-raising skills of President Buchanan, \$1,000,000 was available for high fidelity simulators and all other equipment and supplies needed for the nursing program. With approval of a USDA loan, Warren Bush Building was renovated and occupied January 2020 with the second floor designated for the Nursing Division. The nursing faculty had input into the architectural plans for the renovation.

The Andrew College associate degree nursing program was granted Pre-Accreditation Candidacy by the Commission for Nursing Education Accreditation (NLN CNEA) in February 2018. An accreditation site visit took place September 2018. The program was granted initial accreditation status February 22, 2019. The first nursing pinning ceremony took place on May 3, 2019 with twenty-seven graduates.

MISSION

The mission of the nursing program is unique to the nursing profession providing a nurturing academic setting wherein caring, diversity, integrity and excellence are core values (NLN Core Values, 2007). To achieve its mission, the Andrew College Nursing Division educates associate degree graduates who will safely practice nursing in evolving health care environments and apply professional and ethical principles sensitive to the diverse needs of individuals, families and communities.

NLN Core Values:

CARING: promoting health, healing, and hope in response to the human condition

INTEGRITY: respecting the dignity and moral wholeness of every person without conditions or limitation;

DIVERSITY: affirming the uniqueness of and differences among persons, ideas, values, and ethnicities

EXCELLENCE: co-creating and implementing transformative strategies with daring ingenuity

PHILOSOPHY

The philosophy of the nursing program is consistent with the mission and philosophy of Andrew College. The faculty believes that individuals are multidimensional physiologic, psychosocial and spiritual beings. Individuals are autonomous and have the right to make decisions.

Health is a state of optimal wellness that is defined by individual perceptions, values and preferences. Health includes the ability to adapt to change in order to meet needs. Health is a partnership between the individual and the health care system.

Nursing is a caring profession which is an art and an applied science that integrates concepts of the humanities, natural and social sciences. Utilizing the nursing process and evidence based practice as a foundation for clinical decision-making; nurses provide care that addresses the needs of diverse populations with varying lifestyles across the lifespan. Nurses practice collaboratively within a multidisciplinary health care team. Nurses advocate for and empower patients and families to make informed health care decisions. Nurses have a critical role in promoting health care delivery to insure patient safety and provide quality care.

Education is a lifelong, dynamic process of intellectual, social, emotional and spiritual development building upon culture, self-image and value system. Learning is the acquisition of knowledge, skills and understanding which results in changed behavior. The educational process assists the learner to think critically, to reason, and to make ethical decisions. The faculty as facilitators of learning are themselves participant learners. Faculty and students are mutually responsible for learning. Nursing education is a process through which nurses are educated for practice by the acquisition and application of new knowledge and skills. The faculty believes that the associate degree is the foundation for baccalaureate and higher nursing education.

ORGANIZING FRAMEWORK for the CURRICULUM

The Andrew College nursing curriculum prepares students to meet the outcomes of the nursing program, prepare for NCLEX, and enter into safe RN practice. The curriculum is organized around the concepts that the faculty believe are relevant to the discipline of nursing, nursing education and nursing practice and are consistent with our mission, philosophy and the needs of the population in rural Georgia. Those concepts are:

Caring: “A culture of caring, as a fundamental part of the nursing profession, characterizes our concern and consideration for the whole person, our commitment to the common good, and our outreach to those who are vulnerable. All organizational activities are managed in a participative and person-centered way, demonstrating an ability to understand the needs of others and a commitment to act always in the best interest of all stakeholders” (NLN, 2007, www.nln.org).

Civility: A form of behavioral awareness that fosters respect, restraint and consideration when dealing with others (Forni, P.M. (2003). *Choosing Civility: the 25 Rules of Conduct*, New York, and Martin’s Griffin).

Communication: An interactive process through which there is an exchange of information which may be verbally, non-verbally, in writing or through information technology. Professional communication demonstrates caring, compassion and cultural sensitivity in dealing with patients, families and communities to promote positive health care outcomes.

Culture: Consists of customary beliefs, societal norms and material traits of a racial, religious or societal group (Merriam-Webster Dictionary, 2011).

Multidisciplinary Collaboration: Involves the delivery of patient care, in partnership with multidisciplinary members of the health care team, to achieve continuity of care and positive patient outcomes (Assessment technologies Institute, 2010).

Diversity: Integration of individuals of more than one national origin, color, religion, societal stratum or sexual orientation (Dictionary.com, 2015).

Leadership: A process by which nurses use a set of skills that directs and influences others in the provision of individualized, safe, quality, patient care. Leadership activities include delegation and supervision

Patient Safety: Occurs when steps are taken by the health care provider in cooperation with the patient and their family to insure the absence or minimization of risk for harm to patients.

Nursing Practice: The application of principles common to the art and applied science of nursing that integrates concepts of the humanities, natural and social sciences. Utilizing the nursing process and evidence based practice as a foundation for clinical decision-making; nurses provide care that addresses the needs of diverse populations with varying lifestyles across the lifespan. Nurses practice collaboratively within a multidisciplinary health care team. Nurses advocate for and empower

patients and families to make informed health care decisions. Nurses have a critical role in promoting health care delivery to insure patient safety and provide quality care. Quality care and safety factors are consistent with the IOM Report (2010) and QSEN principles.

Additionally, the curriculum takes into account current issues in nursing practice, professional standards, regulatory requirements and accreditation criteria. Initially, the faculty formulated a clear vision of which direction the program would take by “beginning with the end in mind” (Covey, S, (1989). *The Seven Habits of Highly Effective People*, Free Press, New York). This led to the delineation of the Student Learning Outcomes and the Program Outcomes. Further curriculum development was outcome based and it occurred in faculty gatherings where open discussions of each member’s ideas about which courses, course content, teaching-learning strategies and clinical activities would best prepare students for future success in practice and advanced nursing education. Upon identification of the nursing knowledge and skills that would be needed, a faculty dialogue ensued regarding which general education courses would best support the nursing components. The faculty recognizes that curriculum development is a dynamic, ongoing process that in the future will be based on student outcome data and other professional benchmarks.

PROFESSIONAL STANDARDS

The Nursing Program Student Learning Outcomes are based on the professional standards of Quality and Safety Education for Nurses (QSEN) and the National League for Nursing (NLN) Core Values. In addition, the Nursing Program curriculum has been designed in accordance with the Georgia Board of Nursing requirements. The Nursing Program was designed with input from Nursing faculty. Program Student Learning Outcomes and the sequence of the curriculum has been developed from simple to complex and is aligned with the expected scope of practice for new nurse graduates. The curriculum includes content from arts, humanities, and the social, behavioral, biological, and physical sciences. Clinical experiences include a variety of settings such as acute care, long-term care, obstetrics, pediatrics, and psychiatric-mental health, and community experiences as well. The Program Student Learning Outcomes are mapped to the QSEN standards and the NLN Core Values. The following NLN Core Values are incorporated in the Program Student Learning Outcomes:

- **Caring:** promoting health, healing and hope in response to the human condition
- **Integrity:** respecting the dignity and moral wholeness of every person without conditions or limitation
- **Diversity:** affirming the uniqueness of and differences among persons, ideas, values and ethnicities
- **Excellence:** co-creating and implementing transformative strategies with daring ingenuity

In addition, the following QSEN Standards are incorporated in program Student Learning Outcomes:

- Patient-centered care
- Teamwork and collaboration
- Evidence based practice
- Quality improvement
- Safety
- Informatics

An example of integration of the QSEN standards and NLN Outcomes is found in Table 1.

Table 1: Example of Integration of QSEN and NLN in Program Student Learning Outcomes

| Program Student Learning Outcomes | NLN | QSEN |
|---|-----------------------|---|
| Practice with integrity within the role of the associate degree nurse, incorporating legal and ethical principles, to insure collaborative, safe, culturally competent patient-centered care. | Integrity; Diversity | Patient-centered care; Safety |
| Analyze data and the relationships of the humanities, natural sciences, and social sciences to improve the quality and safety of patient care. | Caring | Evidence based practice; Safety |
| Demonstrate effective use of technology to navigate the electronic health record and to communicate with multi-professional teams. | Caring | Teamwork and collaboration |
| Communicate effectively with patients, families, and communities for planning and delivery of quality patient care. | Caring | Teamwork and collaboration; Patient centered care |
| Provide leadership in a variety of health care settings to promote excellence in caring for diverse patient populations. | Excellence; Diversity | Quality improvement; Patient-centered care |

All course objectives are also addressed in the Integration of NLN Core Values and QSEN Standards. The curriculum is also based on the NCLEX-RN test plan. Course objectives relate to the test plan to assure that all client needs are being addressed throughout the curriculum. The American Nurses Association (ANA) Code of Ethics is taught in the first semester and re-emphasized throughout the curriculum.

Associate Degree in Nursing

| | | |
|--|---|------------------------|
| Student _____ ID# _____ Advisor _____ | | |
| PREREQUISITE COURSES <i>(REQUIRED PRIOR TO STARTING PROGRAM)</i> | | 17 Credit Hours |
| | ENG 111 | 3 hours |
| | MAT 111 | 3 hours |
| | PSY 121 | 3 hours |
| | BIO 123, 124 <i>(Must be taken within 5 years with "C" or better)</i> | 8 hours |
| Semester 1 (Fall) | | 14 Credit Hours |
| | NUR 105 | 7 hours |
| | ENG 112 | 3 hours |
| | BIO 227 | 4 hours |
| Semester 2 (Spring) | | 13 Credit Hours |
| | NUR 110 | 6 hours |
| | NUR 115 | 4 hours |
| | Select One of the following: RPH 111, 112, 113, 122, 123 HUM 121, 122 | 3 hours |
| Semester 3 (Summer) | | 6 Credit Hours |
| | NUR 205 | 6 hours |
| Semester 4 (Fall) <i>[All general ed courses must be completed prior to enrollment]</i> | | 8 Credit Hours |
| | NUR 210 | 6 hours |
| | NUR 215 | 2 hours |
| Semester 5 (Spring) | | 6 Credit Hours |
| | NUR 220 | 6 hours |
| Core Curriculum Requirements | | 64 Credit Hours |

The Associate of Science Nursing curriculum has five pre-requisite courses, **Human Anatomy & Physiology I and II** (A&P I, II 8 credit hrs.), that must be passed with a grade of "C" or better and taken within 5 years in order to be considered for admission into the nursing program. These courses lay the scientific groundwork for Foundations of nursing and subsequent nursing courses adding knowledge of all body systems which is material needed to understand and apply content in Adult Health, Maternal-Child and Mental Health nursing courses. **English Composition I** (3 credit hrs.) which emphasizes skills in expository writing. Writing skills are essential in communication on charts and other legal documents, in passing information to other members of the interdisciplinary team and in patient care (e.g.) written discharge instructions that are clear and understandable. **College Algebra** (3 credit hrs.) is the basic college level Math course that promotes logical thinking, calculation competence and prepares the student for higher Math, such as Statistics, which is required in most BSN and higher nursing programs. Calculation competence is important in patient safety and prevention of medication errors. **Introduction to Psychology** (3 credit hrs.) acquaints the learner with the study of human behavior. By virtue of this course, the learner can identify the

rationale for certain behaviors of patients in their care and to recognize behavioral changes which is particularly important in the Mental Health Nursing course.

Upon admission to the nursing program, the learner will enter into a sequence of five semesters of nursing and general education courses. In the **first semester** the student will enroll in **Foundations of Nursing** (7 credit hrs.) which provides the basis for nursing practice, caring, and supporting patients with basic health care needs. It includes elements of pharmacology and dosage calculations, nursing skills lab, simulation and actual clinical experience in an acute care setting and/or an extended care facility. Additionally, the second course in the English sequence, **English Composition II** (3 credit hrs.) which further emphasizes writing skills and introduces literatures in several genres. This course helps the learner to increase and improve their written communication and to refine those skills in professional communication. **Microbiology** (4 credit hrs.) which is the study of microorganisms and their relationship to humankind. The laboratory includes fundamental techniques of microbiology with emphasis on bacterial anatomy and physiology, classification, principles of microbial growth and metabolism. This course is the third science course because it enhances the knowledge acquired in the two A & P courses. It complements the content in Nursing Care of Adults I, II & III where selected disease processes are covered.

During the **second semester**, the learner will enroll in **Nursing Care of Adults I** (6 credit hrs.) which is the first nursing course in the Adult nursing sequence. Content focuses on disorders of selected body systems and operative and rehabilitative care including the pharmacological and nutritional aspects of each topic and **Mental Health Nursing** (4 credit hrs.) which is designed to give the learner the knowledge and skills to deal with patients experiencing relationship, social or emotional concerns and those with mental health disorders. Both of these courses include the curriculum concepts of caring, collaboration, communication, culture and patient safety. Learners may choose one of four **Religion or Philosophy** (3 credit hrs.) courses this semester. This course is required of all degree seeking students at Andrew College. The requirement is rooted in the college's ties to the United Methodist church. Even though one of these courses is required by the college, they do present studies of the cultural background, formation, diversity and content of the Old & New Testament traditions emphasizing their historical evolution and current character and their significance to contemporary culture. Therefore, they reflect the culture and diversity constructs of the curriculum.

In the third semester which occurs during the summer, the learner engages in the **Nursing Care of Adults II** (6 credit hrs.) which is the continuation of content begun in Nursing Care of the Adult I focusing on conditions of additional body systems and also includes pharmacological and nutritional aspects of each topic. This course is third in the Nursing sequence as it builds on the application of the content from Foundations of Nursing and Nursing Care of the Adult I. This course bolsters the curricular concepts of caring, culture, diversity, communication, collaboration and nursing practice.

Fourth semester classes encompass **Maternal-Child Nursing** (6 credit hrs.) exposes the learner to material covering the pre-partum, intra-partum and post-partum periods. The child is studied from the Neonatal period through Adolescence. **Current Trends and Issues in Nursing** (2 credit hrs.)

explores historical, ethical, political, legal and social issues affecting nursing practice. Topics focusing on professionalism are studied including but not limited to licensure, membership in nursing organizations and continued education in nursing.

In the final semester **Nursing Care of Adults III** (6 credit hrs.) presents nursing issues of a more complex nature: intensive care, emergency care and disaster nursing. This course is designed to increase the learner's nursing knowledge and skills building upon all previous nursing & core courses in order to prepare for passing NCLEX, entry into nursing practice and advanced nursing education.

LEARNING OUTCOMES

General Education Outcomes

[http://www.in.gov/cbe/files/STGEC_Guidance_13May22\(1\).pdf](http://www.in.gov/cbe/files/STGEC_Guidance_13May22(1).pdf)

The link above provides the information on the college transfer general education core (TGEC). Many of these courses can be taken prior to or following admission to the nursing program. Some programs may be waived from following all requirements of the TGEC.

Student Learning Outcomes

Upon completion of the program, the graduate will be able to:

1. Practice with integrity within the role of the associate degree nurse, incorporating legal and ethical principles, to insure collaborative, safe, culturally competent patient centered care.
2. Analyze data and the relationships of the humanities, natural sciences and social sciences to improve the quality and safety of patient care.
3. Demonstrate effective use of technology to navigate the electronic health record and to communicate with multi-professional teams
4. Communicate effectively with patients, families and communities for planning and delivery of quality patient care.
5. Provide leadership in a variety of health care settings to promote excellence in caring for diverse patient populations.

Program Outcomes

1. Program Completion Rate: 70% of students will graduate within 6 semesters beginning with enrollment in the first nursing (NRSG) course.
2. NCLEX Pass Rate: 80% of graduates will pass NCLEX on the first attempt.
3. Employment Rate: 80% of graduate respondents will be employed in nursing or pursuing advanced nursing education within 6 months following graduation.
4. Graduate Satisfaction: At least 80% of graduate respondents will rate their overall preparedness, knowledge, and skills as satisfactory in the role of the entry-registered nurse.
5. Employer Satisfaction: At least 80% of employer respondents will rate Andrew College nursing graduates 'overall level of preparedness, knowledge and skills as satisfactory in the role of the entry-level associate degree nurse.

POLICIES AND PROCEDURES

The Nursing Program adheres to the Policies and Procedures of Andrew College except in instances where specific nursing program policies are required by regulatory and/or accrediting agencies and in cases where nursing standards are higher than those of the college.

Admissions:

Minimum admission standards include:

1. Unconditional admission to Andrew College (No outstanding documentation).
2. Application packet to the Nursing Program submitted by April 15th, including supplemental documents (See checklist on page 5 of nursing application form for what to include in application packet).
3. Completion of all prerequisite classes prior to Fall semester (A total of 17 credit hours with a grade of C or better): {ENG111, MAT111, PSY121, BIO 123 & 124 (BIO 123 & 124 must be within 5 years)} Note: If you have completed all required prerequisite classes, you may see curriculum plan (listed online under nursing tab) for other core classes you may take prior to Fall Semester, if you wish.
4. GPA of 2.8 or above based on prerequisite courses in addition to overall attempts of all completed courses.
5. Kaplan entrance exam. (Sign-up by email at nursing@andrewcollege.edu)
6. Students may repeat a general education course only once to obtain a “C” or higher.
7. Applicants who have earned less than a grade of “C” in two or more nursing courses while enrolled in a previous nursing program are not eligible for admission to the Andrew College Nursing Program.
8. Students must have transportation to and from assigned clinical sites and must be able to attend all clinical sites as assigned.

Additional requirements once accepted: (information will be distributed at orientation)

1. Completion of Health Screening Form which includes physical, immunization, and PPD
2. Criminal Background Check (through PreCheck)
3. Drug Screen (through PreCheck)
4. Liability Insurance (Group rate through AC Nursing Program/Fee assessed by business office)
5. It is strongly recommended that all students have health insurance. You will be responsible for all health related costs that you incur in class or at clinical.
6. Current Basic Life Support for Healthcare Providers certification (BLS CPR)

Our clinical partners have the right to deny placement to any student.

Students denied clinical placement for any reason may not be able to complete the program requirements; therefore, they may be withdrawn from the program.

Andrew College Nursing may NOT seek additional areas for clinical placement should a student be denied placement.

Students with criminal findings on the background check and/or a positive drug screen who are denied clinical placement may not be able to complete the program, therefore, they may be withdrawn from the program.

Clinical sites include (but not limited to): Southwest GA Regional Medical Center, Hospital Authority of Miller County, Donalsonville Hospital, Southeast AL Medical Center, Medical Center Barbour, Aspire Behavioral Health & DD Services, Dialysis Clinic Inc., Joe-Ann Burgin Nursing Home, Phoebe Putney Memorial Hospital, West Central Health District, Memorial Hospital and Manor, CareConnect, STEM School

Advanced Placement:

1. There are no advanced placement options at this time. In the future the faculty may consider an LPN to RN option.

Acceleration:

1. Students will be admitted to the Nursing program once a year in the Fall. Therefore, there are no acceleration options at this time.

Part-time Study:

1. The nursing courses are offered sequentially. If a student has completed the general education courses, they may be enrolled in nursing course only which would be considered part time study. Due to the sequential nature of the nursing courses, students must remain in continuous enrollment in nursing courses. If a student does not return or drops a nursing course, they will not be able to return to the nursing sequence until the following year. This would constitute readmission and those policies would prevail.

Articulation:

1. Andrew College Nursing holds articulation agreements with Georgia Southwestern State University and Thomas University.

Progression:

1. Students must complete all general education and nursing courses with a grade of “C” or higher (minimum grade of 75 to obtain a “C” in nursing courses). Students will not be

allowed to progress to any subsequent courses for which that course is a prerequisite until the course is successfully completed with a “C” or higher

2. A grade of “C” (minimum grade of 75 to obtain a “C” in nursing courses) or higher on all courses in the nursing program is required for progression
3. Students may repeat a general education course only one time to obtain a “C” or higher
4. Students may repeat only one Nursing course to obtain a “C” (minimum grade of 75 to obtain a “C” in nursing courses) or higher. If a student does not get a “C” (minimum grade of 75 to obtain a “C” in nursing courses) or higher in a second nursing course, they will be dismissed from the nursing program
5. **Standardized testing is used throughout the program as a means of evaluation. The selected standardized specialty exams as well as a comprehensive predictor exam measure NCLEX readiness. The standardized specialty exams will be given at the end of corresponding courses. The standardized exam percentage will be calculated according to the testing company standards. The initial exam result received by the student upon completion of the exam will count as a predetermined percentage of the student’s grade as noted in the class syllabi. Students who fail to achieve the minimum national recommended benchmark score on the first attempt will be expected to do remedial work in that specialty area and be given a second test attempt to meet benchmark according to standardized normed data for the exam. There will be at least 24 hours of remediation time between the 1st and 2nd attempt of the standardized content exam. If the student does not meet the benchmark on the 2nd attempt, the grade recorded will be a “0” for both the standardized and final exam and the student will not progress to the next nursing course.**

The student must have completed all course NUR 220 exams resulting in a course average of 75 or above to be eligible to take the standardized comprehensive program exit exam. The student will then have two opportunities to successfully pass the exit examination with a benchmark score of 95% based on normed data scoring. In the event that the student does not obtain the required benchmark after the second attempt, the student will be issued an Incomplete grade for NUR 220 and will be required to enroll in self-directed online review. The student will meet with the program director at least three times to review progress prior to the third attempt. If the third and final attempt is unsuccessful, the student a zero will be averaged in as 30% of the course grade which will result in a failure of the NUR 220 course. No further remediation will be offered.

6. Students may withdraw from all courses only one time. Repeated “W’s” are not acceptable
 7. Students who fail clinically must complete the entire course if they are readmitted
 8. Students are required to complete the nursing program in a maximum of six semesters
- Refer to the Andrew College Catalog for policies related to academic standards and readmission following dismissal from the college for violation of rules of conduct

and/or failure to meet and maintain academic standards. Please note that academic standards for the nursing program surpass the general academic policies of the college.

Readmission:

1. Complete and submit the application for readmission to the nursing program
2. Readmission will be on a space available basis
3. The student is subject to the program policies in effect at the time of readmission
4. Students are accountable for the knowledge and skills learned in all previous courses. It is the student's responsibility to obtain remediation as needed prior to readmission into the nursing program

Graduation:

1. Students must meet all of the graduation requirements stipulated in the Andrew College catalog
2. Additionally, nursing students must have a GPA of 2.0 or higher (minimum grade of 75 in each and a satisfactory in the clinical component of each nursing course) on all courses in the nursing curriculum

Health Requirements:

1. Students must possess a level of physical and emotional health sufficient to enable him/her to meet nursing program requirements and the standards of professional nursing practice. *
2. Upon admission to Andrew College Nursing Program, immunizations including current documentation of the Hepatitis series, MMR, Varicella, TB skin test, 11-panel urine drug screen and a background check through Pre-Check must be completed and are required to be updated annually as applicable. Influenza vaccination is required annually. Enrollment in ACEMAPP is required.
3. Students should note that random drug and alcohol screenings can occur at any time during the program of study. Background checks are provided to all hospitals and facilities in which the students go to clinical. It is up to the facility to decide if the student is allowed into their setting for clinical experiences.

*Our clinical partners have the right to deny placement to any student. Students denied clinical placement for any reason may not be able to complete the program requirements; therefore, they may be withdrawn from the program.

*Andrew College Nursing may NOT seek additional areas for clinical placement should a student be denied placement.

*Students with criminal findings on the background check and/or a positive drug screen who are denied clinical placement may not be able to complete the program, therefore, they may be withdrawn from the program.

*Clinical sites include (but not limited to): Southwest GA Regional Medical Center, Hospital Authority of Miller County, Donalsonville Hospital, Southeast AL Medical Center, Medical Center Barbour, Aspire Behavioral Health & DD Services, Dialysis Clinic Inc., Joe-Ann Burgin Nursing Home, Phoebe Putney Memorial Hospital, West Central Health District, Memorial Hospital and Manor, CareConnect, STEM School

Health Requirements

Safe, effective nursing practice requires a high degree of physical and emotional competence. Nursing students must have the **intellect** to problem solve, the ability to perform **gross and fine motor skills**, the **sensory ability** to assess patients, **communicate** effectively, and have the **behavior/emotional health** to interact with diverse individuals and to perform in stressful situations. Reasonable accommodations may be made for some disabilities but students must be able to function independently in the following areas:

Intellect: includes but is not limited to the ability to read and understand written documents, problem solve, safely measure and calculate dosages, gather and analyze data, plan and evaluate nursing care, make decisions and react in an emergency situation

Motor Skills: include but are not limited to having the physical ability, mobility and endurance sufficient to perform fine and gross motor skills to provide safe patient care, assist with ambulation, lift and turn patients, move within confined spaces, perform CPR, administer medications, apply pressure to stop bleeding and open an airway.

Sensory Ability: includes but is not limited to sufficiently hear alarms, auscultate sounds, hear cries for help, the visual acuity to read calibrations, assess patients color, skin, surgical wounds, identify the color of bodily fluids, the tactile ability to palpate pulses, abdomens, feel skin temperature, veins, etc., and the olfactory ability to detect smoke and noxious odors.

Communication: includes but is not limited to the ability to read, write, and comprehend the English language, perceive non-verbal clues, give and follow directions, elicit and record information, recognize and report critical patient information to members of the interdisciplinary team, maintain effective relationships with colleagues, patients and their families, and teach patients and others.

Emotional/Behavioral Health: includes but is not limited to the ability to relate to colleagues, patients and families with honesty, integrity, civility and non-discrimination, establish professional rapport with diverse individuals, work as a team member, be able to tolerate physically taxing workloads, function effectively during stressful situations, be capable of adapting to rapidly changing circumstances and the capacity to display ethical behavior according to the ANA Code of Ethics for Nurses (ANA, 2015).

Appeals:

1. Students have the right to Due Process
2. Classroom and grading disputes should be discussed with the faculty member
3. Unresolved disputes may be referred to the Nursing Program Director
4. Further, written appeals may be adjudicated through the Andrew College Appeals policy and procedures as stated in the Student Handbook

Confidentiality:

1. “The nurse safeguards the patient’s right to privacy. The need for health care does not justify the unwanted intrusion into the patient’s life.”
2. “The nurse advocates for an environment that provides for sufficient physical privacy.”
3. “The nurse has the duty to maintain confidentiality of all patient information.”
4. “When using electronic communication special effort should be made to maintain data security.” (#1 -4, ANA Code of Ethics for Nurses, 2015)
5. “Students are required to maintain patient confidentiality at all times. Any breach of confidentiality will result in disciplinary action up to and including dismissal from the nursing program.”

Social Media:

1. Social media includes but is not limited to Facebook, Twitter, MySpace, Snapchat, and LinkedIn. Cell phones and internet use in general are in this category for the purpose of confidentiality.
2. Students are not to transmit or place any patient information via social networks including written information, photographs or videos.
3. In the academic setting, students may not post photos or videos from any laboratory or clinical setting.
4. Comments that may be considered negative concerning the college, and/or clinical site experiences or patients are prohibited.
5. Students who violate this policy may be dismissed from the nursing program.

Professional Conduct:

Students in the nursing program are expected to adhere to the Conduct policies of Andrew College (Andrew College Student Handbook). Additionally, they are to behave in a professional manner in accordance with the ANA Code of Ethics (2015) and the Georgia Nurse Practice Act (OCGA 43-26 (1-13), 2013) in class, lab and clinical situations. In cases of incivility or other misconduct, the student has the right to due process and the college disciplinary process will be followed. Any student found to be in violation of the ANA Code of Ethics (2015) or the Georgia Nurse Practice Act may be dismissed from the nursing program.

Dress Code:

Students in the nursing program are subject to the Andrew College Dress Code (Andrew College Student Handbook). Compliance with the college dress code for class and on campus lab sessions is essential. Nursing students represent Andrew College and the nursing profession; therefore, they are expected to maintain a clean, professional appearance in all clinical and community areas.

1. Approved Andrew College uniforms -navy top/bottom first years and white top/navy bottom second years -must be purchased by the student and will be worn in all classroom and clinical situations except in Psychiatric nursing and some community settings (faculty will guide you in these instances).
2. Uniforms must be clean and not wrinkled.
3. Clean white tennis shoes or appropriate nursing shoes must be worn with the uniform.
4. Name tags must also be worn with the uniform.
5. Approved white lab coats (jackets) only may be worn over the uniform as long as the name tag is visible.
6. Nails must be kept short and clean. Clear nail polish only is permitted. No artificial nails.
7. Perfume and/or scented hair spray may not be worn with the uniform.
8. Hair must be kept out of the students face and fixed in such a way that it will not touch the patient when the student is giving nursing care. Hair must be off the collar. Hair may be colored with natural colors, i.e.: blonde, brunette, auburn ONLY.
9. Minimal make-up and jewelry (wedding ring or one ring, watch and stud earrings) may be worn to clinical.
10. Tongue, nose, eyebrow or other facial piercings are not professional and may not be worn during clinical experiences.
11. Tattoos must be covered.
12. Neat, professional street clothes and the name tag are to be worn to Psychiatric clinical and to some community clinical experiences. (Faculty will guide you)

When students go to the clinical area to get their assignment, attend a meeting or for any other nursing program activity they are to:

1. Wear approved lab coat (jacket) with a name tag and acceptable street clothes/uniform.

2. Torn jeans, shorts, Capri pants, halter tops, midriff tops, flip flops, gym clothes (e.g. “sweats, athletic shorts and/or tees), etc. are not appropriate when the student is representing Andrew College in any clinical/community space.

The dress code will be enforced. Faculty and/or hospital staff may dismiss a student from the area if they are dressed inappropriately. This will result in an unsatisfactory clinical day which must be made up.

Attendance:

Students should review the college attendance policies found in the Andrew College Student Handbook. Per college policy, faculty will monitor attendance at every class and clinical session. Two or more absences will be reported to the Coordinator of Retention & Academic Support who will contact the student. **In the nursing courses, two or more unexcused absences could result in administrative withdrawal from the course.**

Nursing students are expected to be on time and attend all classes, labs, clinical and other required nursing program activities. **To prevent disruption to class, two or more tardies will result in an unexcused absence.** If a situation arises where a student must be absent, they are to notify the instructor in advance if possible or no later than on the morning of the absence. It is the student's responsibility to contact the faculty regarding missed class and/or lab work and to make up the work. There are no excused absences from clinical. All clinical time must be made up. Students are to communicate with the faculty to schedule make up assignments.

Clinical Absence Policy:

Only one clinical absence is allowed per course, however, the clinical hours must be made up. Any additional clinical absences may result in the student receiving an unsatisfactory grade in the course and the inability to progress to the next semester course. A validated excuse is required for clinical absences and make-up is required on the date assigned by the instructor.

If a student receives an absence from clinical for tardiness, dress code violation, lack of required assignment preparation or failure to submit required documents (i.e. drug screen, background check, CPR, immunizations, PPD), it will count as the one clinical absence for the course.

A student who fails to attend a scheduled make-up clinical assignment will receive an unsatisfactory in the clinical component of the course regardless of class theory grade.

Class and Clinical Policies:

1. Tardiness

Tardiness in class will result in the student remaining outside until the next class break and an unexcused tardy in the attendance roster. Tardiness in clinical results in the student being

dismissed for the day and will require a make- up clinical at the instructor's discretion. All clinical time must be made up.

2. Appropriate attire

Appropriate attire is required for class and clinical. Students who are not dressed in the Andrew College Nursing uniform for class or clinical (unless otherwise specified), will be dismissed for the day resulting in an unexcused absence for either. Uniforms should be the selected uniform indicated upon the student's first semester. Shoes should be white. Additional uniforms may be purchased at the student's discretion. Jackets during class or clinical should be the Andrew College lab coat as selected upon the student's first semester. Nursing t-shirts are allowed only on days as specified by a nursing instructor.

3. Required assignment

Required assignment documents and equipment should accompany students to all clinical sessions. Not having the appropriate items will result in dismissal for the day and an unexcused absence.

4. Cell phones

Cell phones are not permitted in class or patient care areas during clinical sessions. Use of cell phones during class requires exit from the building and inability to return to class session until the next break. Cell phone use during clinical is at the discretion of the instructor and facility policy.

5. Talking

Talking during class, or at clinical when the instructor or classmate is speaking is disrespectful and unprofessional. Students who do so will be dismissed from the class/clinical session resulting in an unexcused absence for that session.

6. Food/Beverages

Only beverages will be allowed in the classroom with the exception of exam time in which nothing is allowed. Snack purchases may be made and enjoyed at break time in the break room or outside the building. Snacks/beverages at clinical sessions are not allowed other than break times as permitted by the clinical instructor.

7. Breaks

Classroom breaks are provided to students by the instructor. Students excusing themselves prior to break time will be required to wait until the next break to return to class. Restroom breaks during clinical sessions are at the discretion of the clinical instructor.

8. Recording

Andrew College Nursing does not permit the recording of class or lab sessions by students unless as a requirement for disability services with notification to the instructor.

Grading:

Each nursing course grade will consist of unit exams, assignments, standardized exam/s, and final exam. Grades will be calculated on the following scale:

| | |
|---------------------|------------|
| Exams/Assignments | 70% |
| Standardized Exam/s | 10% |
| <u>Final Exam</u> | <u>20%</u> |
| | 100% |

Course Exam Policy

Each course will include 4 unit exams, standardized specialty content exam/s and 1 comprehensive final exam. Exams will consist of various alternate format questions. Remediation is required for unit exam scores less than 75 and standardized exam scores less than the normed benchmark (see Remediation Policy). There will be no make-up exams.

Test Blueprint based on Bloom's Taxonomy

| | | |
|---------|-------|-----------------------|
| NUR 105 | 30/70 | knowledge/application |
| NUR 110 | 20/80 | knowledge/application |
| NUR 115 | 20/80 | knowledge/application |
| NUR 205 | 100 | application/analysis |
| NUR 210 | 100 | application/analysis |
| NUR 215 | 100 | application/analysis |
| NUR 220 | 100 | application/analysis |

Clinical components of nursing courses are graded as Pass/Fail with students meeting required objectives satisfactorily or unsatisfactorily. Students MUST satisfactorily complete all clinical components of a course in order to meet the course standard. Students failing to satisfactorily meet clinical components of a course will not pass the course regardless of didactic course grade.

Nursing students are expected to pass all nursing and required general education courses with a “C” or higher (minimum grade of 75 to obtain a “C” in nursing courses). A grade of “C” (minimum grade of 75 to obtain a “C” in nursing courses) or higher is required for graduation from the nursing program. This is higher than the college requirement. No grades will be rounded. The nursing program grading scale is:

| | |
|--------|---|
| 93-100 | A |
| 84-92 | B |
| 75-83 | C |
| 74-65 | D |
| 64-0 | F |

Remediation Policy:

Nursing students at Andrew College are required to remediate all unit exams with scores below the 75% and all standardized exams with scores below the normed benchmark prior to sitting for the course final exam. Remediation will be assigned by the instructor. Students are expected to utilize all resources including textbook resources, standardized testing package resources, campus tutoring (Student Success, UpSwing) and nursing instructors for assistance in remediating weak content areas. Failure to complete the assigned remediation by the deadline will result in a grade of “0” for the course final

Standardized testing is used throughout the program as a means of evaluation. The selected standardized specialty exams as well as a comprehensive predictor exam measure NCLEX readiness. The standardized specialty exams will be given at the end of corresponding courses. The standardized exam percentage will be calculated according to the testing company standards. The initial exam result received by the student upon completion of the exam will count as a predetermined percentage of the student’s grade as noted in the class syllabi. Students who fail to achieve the minimum national recommended benchmark score on the first attempt will be expected to do remedial work in that specialty area and be given a second test attempt to meet benchmark according to standardized normed data for the exam. There will be at least 24 hours of remediation time between the 1st and 2nd attempt of the standardized content exam. If the student does not meet the benchmark on the 2nd attempt, the grade recorded will be a “0” for both the standardized and final exam and the student will not progress to the next nursing course.

The student must have completed all course NUR 220 exams resulting in a course average of 75 or above to be eligible to take the standardized comprehensive program exit exam. The student will then have two opportunities to successfully pass the exit examination with a benchmark score of 95% based on normed data scoring. In the event that the student does not obtain the required benchmark after the second attempt, the student will be issued an Incomplete grade for NUR 220

and will be required to enroll in self-directed online review. The student will meet with the program director at least three times to review progress prior to the third attempt. If the third and final attempt is unsuccessful, the student a zero will be averaged in as 30% of the course grade which will result in a failure of the NUR 220 course. No further remediation will be offered.

Unit Exam Remediation:

Required for each unit exam score below 75%

Student must meet with course instructor and complete the assigned remediation requirements based on exam content.

Failure to complete remediation assignments will result in the student not being cleared to sit for the standardized content exam or the course final

Standardized Specialty Content Exam Remediation:

Required for each course exam scoring below benchmark

Student must utilize the appropriate Remediation Plan

Remediation assignments must be submitted to course instructor prior to student sitting for 2nd attempt

Students are required to sit for all standardized exams throughout the program

Standardized exam scores will carry 10% weight in each nursing course

Remediation and repeat testing required for score less than benchmark for each standardized exam (see remediation policy)

Exam Policy:

All exams must be taken on the assigned date and time. No early exams, late exams or make up exams will be given. No exceptions. Should extenuating circumstances validated by official documentation that supports/explains the circumstances (i.e. death of immediate family member, extreme illness) be presented to the instructor by the next class day following the missed exam, the final examination score will be substituted for the exam ONE time during the course. Non-validated and all other subsequent missed examinations will result in the grade of zero (0). No make-up examinations will be administered.

Students are not allowed to leave the testing environment and return once the exam begins.

- Bathroom needs should be taken care of prior to the beginning of examinations.
- Computer issues should be addressed prior to the beginning of the exam.

No cell phones, food or drinks are permitted on the student's person or desk during testing. Only items approved by the instructor are allowed (i.e. calculator, paper and pencil).

Students who do not take an examination are not allowed to see or review the missed examination.

Students are not allowed to copy or record examination questions, answers, or materials during testing periods.

Students who complete and submit the exam prior to the time limit may exit the classroom but are not permitted to re-enter until the examination time is completed.

Academic dishonesty is not tolerated. Any proven occurrence may result in a course grade of "WF" and permanent dismissal from the nursing program without possibility of readmission.

***Grades for the clinical component** of nursing courses are determined on a competency basis, as satisfactory or unsatisfactory. A satisfactory level of clinical competence is required in order to earn a passing grade (C or higher) in a nursing course. An unsatisfactory level of competence results in failure in that course. A course grade of D will be assigned if the student receives an unsatisfactory in the clinical component.

***Competency in Dosage Calculations** must be validated each semester. Nursing students must score 95% on a one hour, 20 question Pharmacology and dosage calculation test to demonstrate this competency. Should a student not achieve the passing score of 95% after two opportunities they will be dropped from that nursing course and will not progress to the next course in the program sequence. A course grade of D will be assigned if the student does not meet the minimum requirement after two attempts.

Academic Assistance:

Andrew College offers a variety of academic and personal assistance programs on campus. If you find yourself in need of help of any kind, please contact Student Services, your advisor, or one of the faculty members. A new service has been added to assistance students with writing and reading:

The Interdisciplinary Writing and Reading Center (IWRC) is located in Pitts Library (to the left inside the main entrance). Staffed by a director and a number of peer consultants, the center offers peer tutoring from 1 p.m.- 8 p.m. Monday-Thursday, 10 a.m.- 4 p.m. Friday, and 7 p.m. – 9 p.m. Sunday during the academic year (hours may vary). While the IWRC provides support and guidance to all students at any stage of the writing process, please note that it is not a proofreading service. Peer consultants focus on helping produce better writers and readers, not just better essays or assignments. Consultants can assist with any aspect of writing or reading, including any stage of the writing process or the reading process. To make an appointment, drop in during center hours or send an email to iwrc@andrewcollege.edu. For more information, visit the IWRC webpage, forthcoming on the Andrew home page.

Upswing is a 24/7 online tutorial service available to students off campus (access instructions via Moodle).

Moodle:

Andrew College is committed to offering students and faculty a “state of the art” learning environment by using the web based course management system called Moodle. This website is where students can locate course specific content and communicate with the course faculty. Moodle serves as the main communication site for the courses. Course calendars, syllabi, assignments, etc. will be posted on Moodle. Students are responsible for all material posted on the site for the courses, and are expected to check the course site and syllabi frequently.

Once you register on Moodle, click on the appropriate tab to access nursing courses. The Help button is available for user questions. Additional help is available from the campus Instructional Technology department or course faculty.

Andrew College Honor Code:

The nursing program supports and adheres to the Andrew College Honor Code (Andrew College Student Handbook).

In accordance with its Mission and Philosophy, Andrew College requires that all members of the College community exhibit personal integrity and responsibility. Further, Andrew College holds that conscious attention to personal and academic honesty is vital for a student’s capacity for academic success and for intellectual, social, and spiritual development.

Andrew College, therefore, adopts the following Honor Code:

1. Students will conduct themselves with the highest level of academic integrity and honesty and will also accept the responsibility of encouraging and assisting their fellow students in upholding the Honor Code of Andrew College
2. Students will read, understand, and abide by the Andrew College statement on Academic Irregularity as stated in the Andrew College Catalog
3. Students will abide by the Class Attendance Policy at Andrew College through regular and punctual attendance in all of classes
4. Students will acknowledge and respect both the authority of professors pertaining to all academic and management matters regarding their courses and the rights of their fellow classmates concerning their own academic pursuits, and will act respectfully toward their professors and classmates at all times
5. Students will be subject to penalties for infractions against the Andrew College Honor Code. All Andrew College students will be required to read the Honor Code and sign the Honor Pledge during the first week of classes of their first semester at Andrew College. In most cases, this will take place in the Freshman Experience course, during which the Honor Code and Honor Pledge will be discussed. In the event that a student is not enrolled in Freshman

Experience, the Academic Affairs Office will make arrangements for the student to read the Honor Code and sign the Honor Pledge during the first week of the semester. However, students who do not sign the Honor Pledge are not exempt from adhering to the Andrew College Honor Code. The signed Honor Pledges will be kept in the students' files in the Academic Affairs Office.

Uncivil Classroom Behavior:

- First offense: In the event that the offense cannot be resolved with a verbal reprimand, the professor will ask the student to leave the class. The student will receive an absence for that class session, and the professor will report the incident, in writing, to the Dean of Academic Affairs
- Second offense: The professor will immediately ask the student to leave the class. The student will receive an absence for that class session, and the professor will report the incident, in writing, to the Dean of Academic Affairs. The student will be allowed to return to the class only with permission of the Dean of Academic Affairs. The Dean of Academic Affairs will determine whether the student may return to class immediately, at the next class meeting, or after an appropriate suspension
- Subsequent offenses: The professor will immediately ask the student to leave the class. The student will receive an absence for that class session, and the professor will report the incident, in writing, to the Dean of Academic Affairs. This infraction will result in a suspension for a few days, the remainder of the semester, a full semester, or in exclusion from Andrew College, as determined by the Dean of Academic Affairs

Academic Irregularity (Dishonesty, Cheating, Plagiarism, etc.):

The nursing program supports the Andrew College Honor Code (Student Handbook). However, the practice of nursing is governed by legislative statute (e.g. state Nurse Practice Acts). In order to prepare nurses who must adhere to strict ethical and legal standards, any academic irregularity (dishonesty, cheating, plagiarism, etc.) may result in **dismissal from the nursing program**.

1. Without authorization from the instructor no student shall receive or give assistance in the preparation of an essay, laboratory report, examination, or other assignment.
2. No student shall take or attempt to take, steal, or otherwise procure in an unauthorized manner, any material pertaining to the conduct of a class, including but not limited to tests, laboratory and equipment, roll books, and library materials and equipment.
3. Without authorization from the instructor, no student shall sell, give, lend or otherwise furnish to any unauthorized person, material that can be shown to contain the questions or answers to any examination scheduled to be given at any date, in any course of study offered by the college.

4. Plagiarism is prohibited. Themes, essays, term papers, tests, and other similar required work must be the work of the student submitting them. When direct quotations or the ideas of another are incorporated in a paper, they must be appropriately marked and documented.

The penalties for violating the code of Academic Integrity:

- First offense in any course: The student will receive a failing grade of zero for the assignment or test, and a written report of the offense will be filed with the Academic Dean.
- Second or subsequent offenses in any course: The student will receive a failing grade of zero for the assignment or test, and a written report of the offense will be filed with the Academic Dean. In addition, the student may: 1) receive a WF in the course, 2) be suspended academically, 3) be expelled from the College.
- Violations are documented over the students' entire duration of enrollment at Andrew College.

Attendance

- Excessive absences or tardiness, as defined by the professor in accordance with the Andrew College Attendance Policy, will result in administrative withdrawal from the course with a grade of WF. The faculty member will report any academic irregularity violation in writing to the Dean of Academic Affairs. Penalties for academic irregularity are outlined in the Andrew College Honor Code and administered by the Dean of Academic Affairs.

Student Employment:

It is a clear violation of the Georgia Nurse Practice Act (OCGA 43-26, 1-13, 2013) for anyone including nursing students who do not hold a nursing license to represent themselves as a licensed nurse. Students enrolled in the nursing program shall not represent themselves in any practice setting as nursing students unless they are engaged in sanctioned learning activities of the nursing program. Students completing programmatic clinical hours may not do so if they are in the role of a compensated employee. Any of these behaviors will result in dismissal from the nursing program.

Students may contract independently with health care facilities to work as unlicensed personnel (e.g. nurse technician, nursing assistant, etc.) when they are not scheduled for nursing program class, lab or clinical. The Andrew College Nursing Program does not accept responsibility for students who are engaged in employment situations. The employer is solely responsible for students in their employ.

IMPORTANT INFORMATION

Georgia Board Policy for Potential Candidates to write NCLEX-RN

Upon graduation from the Andrew College nursing program, you will apply to a state board of nursing write the NCLEX. Once you pass the NCLEX, that state board may or may not grant you a nursing license to practice as a Registered Nurse.

The following information is from the **Georgia Board of Nursing (GBN)**. Other states have similar rules.

Please read the following information paying careful attention to those items which are marked (*) as these may affect your application for licensure. If any of the (*) items apply to you, please call (478) 207-2440.

“The **Georgia Board of Nursing** is authorized to:

Examine, license, and renew the licenses of duly qualified applicants for licensure to practice nursing as a registered professional nurse.

Action may be taken by the board upon finding that the licensee or applicant has:

- I. Failed to demonstrate the qualifications or standards for a license contained in this article or the rules and regulations of the board; it shall be incumbent upon the applicant to demonstrate to the board that he meets all requirements for the issuance of a license;
- II. Knowingly made misleading, deceptive, untrue, or fraudulent representations in the practice of nursing or in any document connected therewith; or practiced fraud or deceit of intentionally made any false statement in obtaining a license to practice nursing; or made a false or deceptive registration with the board;
- III. Been convicted in any court of this state or of the United States of a felony or any other crime involving moral turpitude;
- IV. Had his license to practice nursing revoked, suspended, or annulled by any lawful licensing authority; or had other disciplinary action taken against him by any lawful licensing authority; or was denied a license by any lawful licensing authority;
- V. Engaged in any unprofessional, unethical, deceptive, or deleterious conduct or practice harmful to the public, likely to deceive, defraud, or harm the public. Unprofessional conduct shall also include the failure to meet the minimal standards of acceptable and prevailing nursing practice.
- VI. *Violated or attempted to violate a statute, law, or any lawfully promulgated rule or regulation of this state, any other state, the board or United States, or any lawful authority (without regard to whether the violation is criminally punishable), which statute, law, or rule or regulation related to or in part regulated the practice of nursing when the licensee or applicant knows or should know that such action is violate of such statute, law, or rule or regulation; or violated a lawful order of the board, previously entered by the board in a disciplinary hearing. *Been adjudged mentally incompetent by a court of competent jurisdiction within or outside of this state; any such adjudication shall automatically suspend

the license of any such person, and shall prevent the reinsurance or renewal of any license so suspended for as long as the adjudication of incompetence is in effect, unless the board, upon a finding that the licensee is mentally competent, orders otherwise.

- VII. Become unable to practice nursing with reasonable skill and safety to or any other type of material, or as a result of any mental or physical condition. “(GBN Rules, 410-6-.01))

Georgia State Board of Nursing Licensure by Examination Application

Based on the policy stated above, the following questions are asked by the **Georgia Board of Nursing (GBN)** on the licensing application. Other state board applications ask similar questions. If you answer “yes” to any of these questions, the GBN may deny you licensure even after successful completion of the nursing program and success on the NCLEX. Therefore, it is the student’s responsibility to be aware of these issues and to resolve them prior to beginning the nursing program.

Criminal and Disciplinary Information

“Failure to reveal an offense, arrest, ticket, or citation may subject your license to a disciplinary order and fine.

Have you ever been arrested? ☐ No ☐ Yes

Note: The answer to this question is “Yes” if an arrest or conviction has been pardoned, expunged, dismissed or deferred, you pled and completed probation under First Offender and/or your civil rights have been restored and/or you have received legal advice that the offense will not appear on your criminal record.

Has any licensing authority in Georgia or any other jurisdiction ever refused to issue you a license or ever revoked, annulled, cancelled, accepted surrender of, suspended, placed on probation, refused to renew a professional license, certificate or multi-state privilege held by you now or previously, or ever fined, censured, reprimanded or otherwise disciplined you? ☐ No ☐ Yes

Within the past five (5) years have you been addicted to and/or treated for the use of alcohol or any other drug? ☐ No ☐ Yes

Are you currently under investigation or is a disciplinary action pending against your nursing license or any other license or certification you hold in any state or territory of the United States? ☐ No ☐ Yes

Are you currently a participant in a state board/designee monitoring program including alternative to discipline, diversion or a peer assistance program? ☐ No ☐ Yes

Have you ever been terminated from an alternative to discipline, diversion, or a peer assistance program due to unsuccessful completion? ☐ No ☐ Yes

Do you currently possess any condition which may in any way impair your ability to practice or otherwise alter your behavior as it relates to the practice of nursing? ☐ No ☐ Yes

(Georgia Board of Nursing Application for Licensure By Examination p. 2)” GBN Rule (410-6-.02)

ANDREW COLLEGE
Nursing Division

I, _____ (**print legibly**), have read the Nursing Student Handbook and I understand its contents. Further, I agree to abide by the policies and procedures of the Andrew College Nursing Program.

Signature

Date