

**BACCALAUREATE PROGRAM
IN NURSING**

STUDENT HANDBOOK

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All nursing programs are fully accredited by the
Commission on Collegiate Nursing Education (CCNE)

Undergraduate Program approved by
Illinois Department of Financial & Professional
Regulation (IDFPR) to prepare for RN Licensure

Academic Year 2009-2010

SOUTHERN ILLINOIS UNIVERSITY EDWARDSVILLE
SCHOOL OF NURSING

STATEMENT OF UNDERSTANDING
Academic Year 2009-2010

I have received a copy of the Student Handbook for the School of Nursing. I know that I am responsible for following all Student Policies included in this handbook. I have been informed that this form will become a part of my student file.

PRINTED NAME

Student Level: Sophomore RN/BS Accelerated Baccalaureate
(please circle one)

(Signature)

(Date)

Return this signature sheet to the Office of the Assistant Dean.

TABLE OF CONTENTS

INTRODUCTION	6
SECTION I. MISSION AND GOVERNANCE	
University Mission, Vision & Values	8
SIUE Long-Term Goals	9
University Statement on Diversity	9
School of Nursing Mission	10
School of Nursing Goals	10
Nursing Paradigm	11
SECTION II. FACULTY	
Faculty contact information	13
SECTION III. RESOURCES	
Administrative Structure	16
Important Names and Contact Information	17
SECTION IV. UNIVERSITY AND SCHOOL OF NURSING POLICIES	
Academic Conduct	24
Student Conduct	24
Students' Right of Access to Records	25
Student Grievance Procedure	25
Student Appeal Process	26
Retention and Progression Standards	26
Academic Improvement Form	27
Transfer Policy	28
Leave of Absence Policy (LOA)	28
Undergraduate Readmission Policies	29
Attendance	29
Internet Courses	32
Independent Study	32
Student Work Policy	32
Patient Confidentiality	33
Health Mandates	34
Temporary Disability/Pregnancy Policy	35
CPR Certification	36
Malpractice Insurance	36
Transportation	36
Student Uniform Policy	37
Student Participation on School of Nursing Committees	39

Graduation Information	40
License (for RN/BS students)	41

SECTION V. CURRICULUM

Curricular Themes	43
Baccalaureate Student Outcomes.....	44
Evaluation Policy	44
Standardized Examination Policy	44
Grade Reports	46
Academic Improvement Plan.....	47
Credit and Clock Hours	47
Assignment to Clinical Experiences	47
Drug Dosage Calculations	48

SECTION VI. GENERAL INFORMATION

Equal Opportunity and Affirmative Action	50
Student-Advisor Conferences	50
Student-Faculty Conferences	50
Bulletin Boards and Email	50
Computer Technology	50
Financial Assistance	51
Guests or Children as Visitors to the School of Nursing.....	52
Expenses	52
Course Fees.....	53
Damage to Equipment.....	53
Style Manual for Nursing Papers.....	53
Student Addresses and Phone Numbers	53
The Undergraduate Research Academy.....	53
Library Facilities.....	54
Parking	54

SECTION VII. NURSING ORGANIZATIONS

Student Organizations.....	56
Election of Class Officers	56
University Involvement	58

SECTION VIII. APPENDICES

Appendix A Release Form	60
Appendix B Immunization Exemption – Religious	61
Appendix C Physician Statement for Medical Exemption.....	62
Appendix D Personal Safety During Clinical Nursing Experiences	63
Appendix E Standard Precautions for Students in All Clinical Agencies	64

Appendix F	Statement for Academic Integrity	68
Appendix G	Mandatory Drug Screening for All New Students and Faculty	73
Appendix H	Policy for the Illicit Use of Controlled Substances, Prescribed Controlled Substances and Over-the-Counter Drugs.....	78
Appendix I	Background Checks of Students and Faculty	82
Appendix J	Minimum Technical Standards Policy for Admission and Matriculation	90
Appendix K	Credit for Prior Learning	95
Appendix L	Portfolio, Mentoring, Senior Assignment.....	99
Appendix M	RN/BS Curriculum Plan	106
Appendix N	Curriculum Guides.....	107
Appendix O	Verification of Service form	110
INDEX		111

INTRODUCTION

This handbook is an **important** document. Please read it carefully. It has been designed to provide supplemental information about policies and regulations in the School of Nursing to students enrolled in the program. Only information which is not available in other appropriate University bulletins is included here. Therefore, students should obtain the information in other University publications regarding policy and regulations, including the ***Student Academic Code*** (SIUE, 1998) online at <http://www.siue.edu/policies/3c2.shtml>, the ***Student Conduct Code***, (SIUE, 1998) online at <http://www.siue.edu/policies/3c1.shtml>, and the ***Student Grievance Code***, (SIUE, 1998), online at <http://www.siue.edu/policies/3c3.shtml>. These documents can also be obtained from the offices of the Vice Chancellor of Student Affairs, Provost and Vice Chancellor of Academic Affairs, the Graduate School, or Admissions and Records.

IMPORTANT

Policy changes regarding class-related information and other new information in the School of Nursing is available on the School of Nursing webpage or from your advisor. **The documents listed in this handbook (i.e., Academic Probation and Exclusion Policy, Minimum Technical Standards Policy for Admission and Matriculation), can be found on the bulletin boards in the School of Nursing, on reserve at the Library, and on the School of Nursing webpage.** It is the responsibility of students to keep themselves informed by checking the bulletin board and your email at least weekly.

~~~~~  
**IT IS THE RESPONSIBILITY OF EACH STUDENT TO BECOME FAMILIAR  
WITH THE POLICIES OF THE SCHOOL OF NURSING AND TO COMPLY  
WITH THEM.**  
~~~~~

This publication is not a contract or offer to contract. The Board of Trustees, Executive Officers, and their agents reserve the right to change information contained herein without notice.

SECTION I

MISSION AND GOVERNANCE

SOUTHERN ILLINOIS UNIVERSITY EDWARDSVILLE

MISSION

Southern Illinois University Edwardsville is a public comprehensive university dedicated to the communication, expansion, and integration of knowledge through excellent undergraduate education as its first priority and complementary excellent graduate and professional academic programs; through the scholarly, creative, and research activity of its faculty, staff, and students; and through public service and cultural and arts programming in its region.

VISION

Southern Illinois University Edwardsville, as a premier Metropolitan University, will be recognized nationally for the excellence of its programs and development of professional and community leaders.

VALUES

Recognizing public education as the cornerstone of a democracy, SIUE carries out its mission based on certain fundamental, shared values. We value:

- **Citizenship**
- Social, civic, and political responsibility, globally, nationally, locally, and within the University
- Active partnerships and a climate of collaboration and cooperation among faculty, staff, students, and the larger community
- Environmental stewardship
- **Excellence**
- High quality student learning
- Continuous improvement and innovation
- Outstanding scholarship and public service
- Standards consonant with the premier status to which we aspire
- **Integrity**
- Accountability to those we serve and from whom we receive support
- Honesty in our communications and in our actions
- **Openness**
- Inclusion of the rich diversity of humankind in all aspects of university life
- Respect for individual differences
- Intellectual freedom and diversity of thought
- Access for all who can benefit from our programs
- **Wisdom**
- Creation, preservation, and sharing of knowledge
- Application of knowledge in a manner that promotes the common good
- Life-long learning

ACHIEVING THE VISION: SIUE'S LONG-TERM GOALS

The primary focus of SIUE's long-term goals is student learning. Achieving the following goals will help students become lifelong learners and effective leaders in their professions and communities:

1. **Engaged Students and Capable Graduates** – Attract a diverse student body, including traditional, non-traditional, commuter, and residential scholars, and nurture, educate, and graduate students who achieve the objectives for baccalaureate, graduate, and professional degrees.
2. **Innovative High Quality Programs** – Develop, deliver, and continually improve high quality academic programs appropriate for a Metropolitan University.
3. **Committed Faculty and Staff** – Recruit and support a diverse faculty and staff known for providing the highest quality educational opportunity, scholarship, and service.
4. **Harmonious Campus Climate** – Foster a harmonious student-centered campus characterized by integrity, cooperation, open dialogue, an mutual respect among individuals with different backgrounds, cultures, and perspectives.
5. **Active Community Engagement** – Achieve an integral and indispensable relationship with Illinois and the St. Louis metropolitan area; work cooperatively within SIU to make the whole greater than the sum of its parts.
6. **Sound Physical and Financial Assets** – Develop, maintain, and protect the University's assets in a financially, aesthetically, and environmentally responsible manner.
7. **Excellent Reputation** – Participate and excel in actions that earn national recognition for quality.

STATEMENT ON DIVERSITY

All societies and peoples have contributed to the rich mix of contemporary humanity. In order to achieve domestic and international peace, social justice, and the development of full human potential, we must build on this diversity. SIUE nurtures an open, harmonious, and hospitable climate that facilitates learning and work. Each member of the University is responsible for contributing to such a campus environment.

SIUE is committed to education that explores the historic significance of diversity in order to understand the present and to better enable our community to engage the future. Integral to this commitment, SIUE strives for a student body and a workforce that manifests diversity.

SCHOOL OF NURSING

MISSION

We inspire our students and faculty to embody the creativity to teach, the curiosity to learn, the courage to serve, and the compassion to care for others in this diverse and complex world, forever exemplifying nursing excellence in action!

Approved by Faculty 9/06 by electronic vote

GOALS

1. SIUE School of Nursing, as a premier School of Nursing, will be recognized nationally for excellence of its programs and development of professional nurses and community health care leaders. The SIUE School of Nursing recognizes the role of public education as the cornerstone of a democracy and carries out its mission based on university values of citizenship, excellence, integrity, openness and wisdom.
2. The SIUE School of Nursing will be a community of nursing scholars, practitioners, and life-long learners, recognized for their excellence and creativity in teaching, service, and practice.
3. The SIUE School of Nursing will have a climate that promotes diversity in a complex world.
4. The SIUE School of Nursing will establish a system of communication that effectively receives and disseminates information within the School of Nursing and to its constituents.
5. The SIUE School of Nursing will offer programs incorporating “the learning paradigm” into the curriculum that addresses the current and future context of healthcare. Student curiosity is encouraged, compassion is fostered, and service is an expectation.
6. The SIUE School of Nursing, in order to better achieve its goals and mission, will encourage, promote, and report donations and financial support from diverse sources, through annual, major, planned, and capital giving.

Approved by Nursing Faculty 11/25/03

Modified by Dean’s Advisory Committee 10/30/08

Approved by Nursing Faculty 2/22/09

NURSING PARADIGM

A paradigm describes the focus for a body of knowledge. These four concepts comprise a framework for study in the discipline of nursing and reflect the philosophic beliefs of the faculty and the School of Nursing.

PERSON can refer to individuals, families, aggregates, or populations. The person is characterized by wholeness, purpose, promise, potential, and complexity. While people are unique, they share a common identity, connection, and interdependence with each other. People are autonomous beings, capable of choice, and are entitled to respect for their human dignity. (Consensus Statement on Emerging Nursing Knowledge)

ENVIRONMENT refers to physical, psychosocial, spiritual, economic, and cultural factors that contribute to health status (Kleffel, 1991). Persons are in constant interaction with the dynamic environment.

HEALTH is defined as physical, mental, spiritual and social well-being and not merely the absence of disease. Health is multidimensional, dynamic and is influenced by functional capacity, adaptation, behavior, and access to quality healthcare (adapted from the WHO, 1948 and US Department of Health and Human Services, 2000).

NURSING is the protection, promotion and optimization of health and abilities, prevention of illness and injury, alleviation of suffering through the diagnosis and treatment of human response, and advocacy in the care of individuals, families, communities, and populations (ANA, Social Policy Statement, 2003)

LEARNING

Learning is an active search for meaning by the learner, construction and reconstructing knowledge rather than passively receiving it, shaping as well as being shaped by experiences. Learning involves social interaction that promotes a process of becoming a member of a sustained community of practice.

Adapted from the Joint Task Force on Student Learning, 1998, quoted in Huba, M.E. and Freed, J.E. (2000). *Learner-centered assessment on college campuses: Shifting the focus from teaching to learning*. Boston: Allyn & Bacon.

Approved by School of Nursing Faculty: May, 2004

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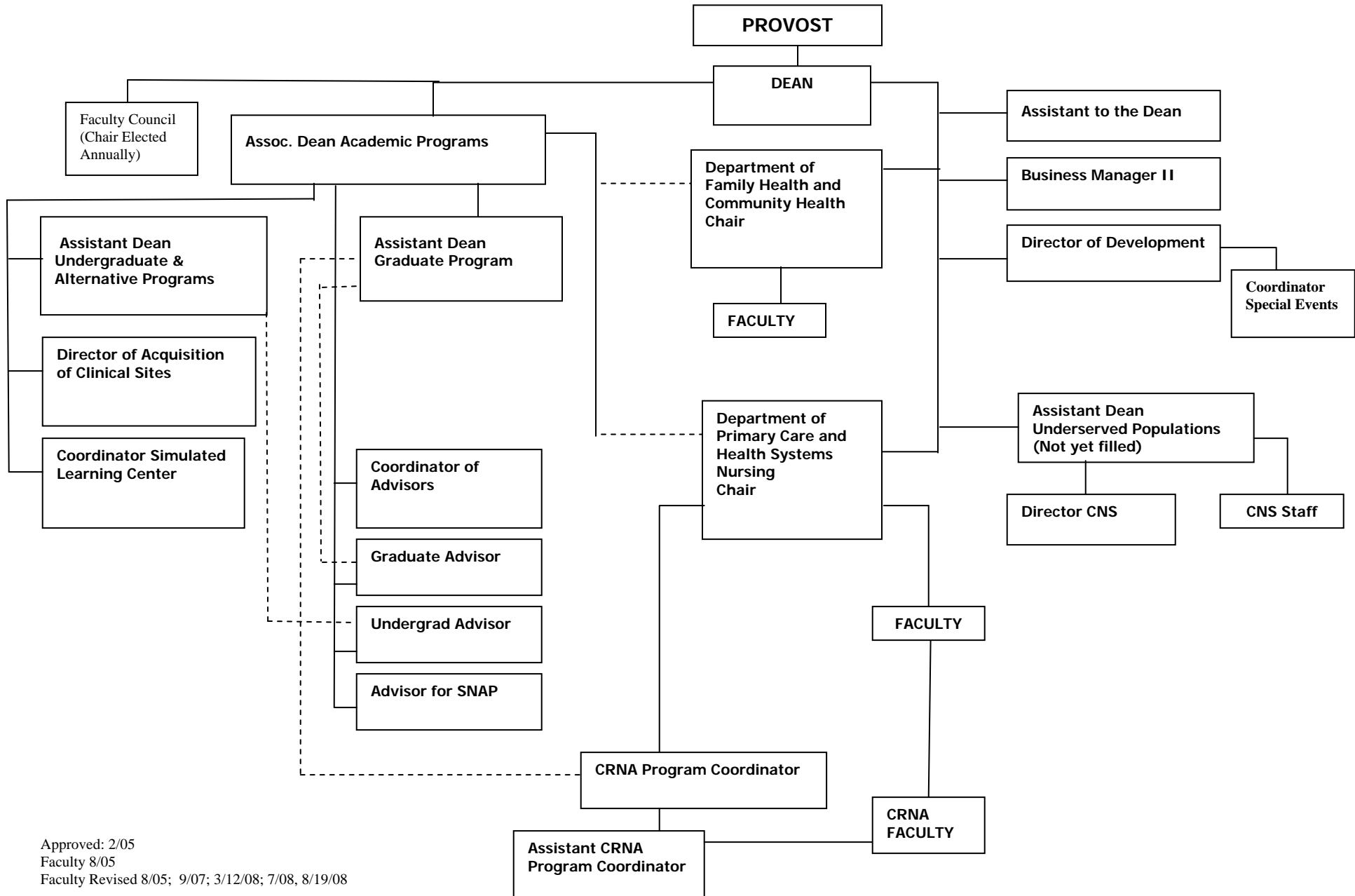
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Approved: 2/05
Faculty 8/05
Faculty Revised 8/05; 9/07; 3/12/08; 7/08, 8/19/08

Handbook revisions – July, 2009

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SECTION IV

**UNIVERSITY AND SCHOOL OF NURSING POLICIES RELATING
TO THE UNDERGRADUATE NURSING PROGRAM**

ACADEMIC CONDUCT

Cheating, plagiarism, and dishonesty of any kind is a very serious matter and will incur serious consequences. Academic misconduct, in any form (i.e., taking notes during a course or standardized test, bringing notes or a “cheat sheet” to a course or standardized test, plagiarism, etc.), will not be tolerated by the School of Nursing. Any student involved in dishonesty or academic misconduct may incur failure in the course, and a letter to that effect will be sent to the Office of Student Affairs, the Dean of the School, the Associate Dean for Academic Programs, the Assistant Dean for Undergraduate and Alternative Programs and the Assistant Dean for Graduate Programs. The University policies on academic misconduct and plagiarism as outlined and defined in the *Student Academic Code* (SIUE, 1998: issued on 3/24/2004) (online at <http://www.siue.edu/policies/3c2.shtml>) will be followed.

Acts of academic misconduct for which students are subject to sanctions include (without limitations) plagiarism, cheating, failure or refusal to follow clinical practice standards, falsifying or manufacturing scientific or educational data and/or representing manufactured data to be the result of scientific or scholarly experiment or research, and soliciting, aiding, abetting, concealing, or attempting such acts.

Plagiarism is defined as including, without limitation, the act of representing the work of another as one’s own. Plagiarism may consist of copying, paraphrasing, or otherwise using written or oral work of another without proper acknowledgment of the source or presenting oral or written material prepared by another as one’s own. In the case of plagiarism, the minimum sanction for the first instance of plagiarism is disciplinary probation; for the second instance of plagiarism, the minimum sanction is separation from the University for one term; and for a third instance of plagiarism, the minimum sanction is permanent separation from the University.

See **Statement for Academic Integrity**, which provides information about how the School of Nursing views the important issue of academic integrity and possible consequences of any breach of this set of beliefs. This statement is included as Appendix F.

STUDENT CONDUCT

Students are expected to display conduct appropriate to their status as a nursing student. This includes conduct displayed on any property controlled or owned by the University as well as conduct while in the clinical practicum, on field trips or while doing independent experiences for clinical, including keeping all patient/client information confidential. It also includes conduct and behavior while attending any University-related events and meetings including those sponsored by University recognized student organizations, such as the Student Nurses Association (SNA). Refer to the *Student Conduct Code* (SIUE, 1998) (online at <http://www.siue.edu/policies/3c1.shtml>) for further discussion on acceptable conduct.

The immediate instructor, the Assistant Dean for Undergraduate Programs, the Associate Dean for Academic Programs, or the Dean may remove a student from any clinical setting immediately if the instructor, Assistant Dean for Undergraduate Programs,

Associate Dean for Academic Programs, or Dean believes the action to be in the best interest of the student or that patient safety has been threatened or compromised. The instructor and the Assistant Dean for Undergraduate and Alternative Programs will notify the student and the clinical setting in writing of such removal. The student is withdrawn from the course for that semester.

The student may appeal to the Undergraduate Student Affairs Committee for readmission to the course. The Committee will consider factors presented by the student, will consult with the involved faculty member and the Assistant Dean for Undergraduate and Alternative Programs in making a decision. The recommendation will be sent to the Associate Dean for Academic Programs and the Dean.

The School of Nursing requires a drug screening report for each student. The form and instructions are part of the admission materials. This requirement must be completed prior to admission in the School of Nursing. Additional drug screening may be required by individual agencies. See Appendix G for the full policy statement.

The School of Nursing requires a background check for criminal activity. The form and instructions were part of the admission materials. This requirement must be completed prior to admission in the School of Nursing. Refer to Appendix H for the full policy statement.

STUDENTS' RIGHT OF ACCESS TO RECORDS

Family Educational Rights and Privacy Act (FERPA)

All student academic records which become a part of each student's Educational Records maintained by the School of Nursing are covered under the Family Educational Rights and Privacy Act (FERPA). An Education Record is defined by FERPA as "those records, files, documents, and other materials which...contain information directly related to a student; and...are maintained by an educational agency or institution or by a person acting for such agency or institution." Each student has the right to review any information contained in their Education Records. Students who wish to view their Education Records must formally request in writing to the Associate Dean for Academic Programs to do so. The School has 30 days in which to comply. Once the appropriate permission is granted, a student can review the Records in a secure setting predetermined by the School of Nursing. It should be noted that students have previously signed and/or seen all materials that are in their records.

The School of Nursing follows University policy regarding the Right to Privacy and Nondisclosure which can be found in the *Policies & Procedures, online at <http://www.siue.edu/policies/3g2.shtml> as Release of Student Information and Access to Student Records.*

STUDENT GRIEVANCE PROCEDURE

The School of Nursing encourages students to attempt to resolve academic issues informally prior to filing a formal charge. The correct line of communication is to first meet with the faculty member, the Assistant Dean for Undergraduate and Alternative

Programs, the Associate Dean for Academic Programs, and lastly, the Dean. If the student is not satisfied after following this informal process, the formal University process is available to the student.

Students may file a formal grievance against faculty or staff for violations of student rights as specified under the Student Rights section of the *Student Grievance Code* (SIUE, 1998) <http://www.siu.edu/policies/3c3.shtml>. These provisions do not apply to grievances arising from student employment. Charges of violations of students' rights shall be processed according to the policy.

The formal grievance procedure may be initiated only after informal procedures have proved unsatisfactory.

STUDENT APPEAL PROCESS

A student, following academic dismissal, may petition in writing to the Assistant Dean for Undergraduate and Alternative Programs of the School of Nursing to be considered for readmission to the School of Nursing. The Assistant Dean for Undergraduate and Alternative Programs will submit the petition for readmission to the Undergraduate Student Affairs Committee. In order to be considered for readmission, students must meet all admission grade point average requirements. Students petitioning for readmission who do not meet all general admission grade point average requirements will not be considered. The Committee shall recommend to the Assistant Dean for Undergraduate and Alternative Programs whether to readmit. The Assistant Dean for Undergraduate and Alternative Programs shall decide and notify the Associate Dean for Academic Programs, the Dean, and the student of the decision.

RETENTION AND PROGRESSION STANDARDS

1. Admission into the professional nursing program does not guarantee continuation. Evaluation of undergraduate students' performance is an ongoing and regularly scheduled process.
2. All students admitted to the undergraduate nursing program are required to maintain a cumulative GPA of 2.5 or above. If a student's GPA falls below 2.5, they will be placed on probationary status. Students will not be allowed to continue in nursing courses until a recommendation has been made by the Undergraduate Student Affairs Committee. Students must receive a grade of C or higher for all pre-requisite and co-requisite courses for nursing. Co-requisite courses include BIOL240b, PHIL106, FL106, or MATH106; STAT107; and PHIL320 or PHIL321. Failure to meet either of these standards will result in disciplinary action by the Undergraduate Student Affairs Committee.
3. Students in the accelerated program are expected to receive a C grade or higher as final grade for their course work. If one grade lower than a C is received in a nursing course, the student is excluded from the accelerated program and is eligible to apply for the traditional program curriculum. The application will be considered along with others received for the class entering the following fall term.

4. A student who receives two grades below C in nursing courses will be dismissed from the School of Nursing. A student must retake a nursing course for which they received a grade below a C one time only. A grade of C or better must be obtained for the retaken course.
5. Students who display conduct not congruent with that expected of professional persons will be notified by faculty of the unacceptable nature of the conduct. Should the conduct be repeated, there will be a report filed with the Undergraduate Student Affairs Committee. The Committee will make a recommendation to the Assistant Dean for Undergraduate and Alternative Programs, the Associate Dean for Academic Programs and to the Dean of the School. A report will be placed in the student's file.
6. Pre-licensure students must complete the requirements of the standardized testing program. These requirements are stated on pages 40 – 41.
7. Pre-licensure and RN/BS students with an INCOMPLETE (INC) in any required nursing course may not progress to a sequential semester's nursing courses unless the Incomplete has been replaced with a grade of "C" or better by the end of the first week of the sequential semester. The instructor may specify a different time period.
8. Students must agree to the competencies and performance standards set in the Minimum Technical Standards Policy for Admission and Matriculation.
9. Initiate a progression contract with entering RN/BS students outlining when required courses are scheduled and when they contract to attend. Students will receive explanation that if they step out of the contract, they will not have priority for the next time the course is offered.

Approved: Faculty Council, April, 2008

ACADEMIC IMPROVEMENT

Student progress in enrolled courses is closely monitored by faculty. Those students whom the faculty believe to be at risk for course failure will report such students to the University Registrar. Students will then receive notice from the Assistant Dean for Undergraduate and Alternative Programs of suggested practices for improvement. Faculty issuing an AI should notify the Assistant Dean for Undergraduate Programs of such actions. This will facilitate follow-up with the student.

TRANSFER POLICY

Students may be admitted to the School of Nursing by transfer from a National League for Nursing Accrediting Commission (NLNAC) and/or Commission on Collegiate Nursing Education (CCNE) accredited baccalaureate program. Course syllabi from the school of transfer will be reviewed for approval of credit and placement in the program by the Assistant Dean for Undergraduate Programs. Students are recommended to the Student Affairs Committee, where a final decision is made to accept the student transfer or not.

Students wishing to transfer into the nursing program must meet all prerequisite course and GPA requirements prior to being admitted. Up to 25% of transfer Nursing course credit for requirements of the undergraduate curriculum will be accepted – for the traditional student = 18; for the RN/BS student = 6; for the accelerated baccalaureate student = 17.

Approved: Faculty Council, April, 2008

LEAVE OF ABSENCE POLICY (LOA)

Nursing majors must maintain continuous enrollment according to progression plan in the School of Nursing. A student who interrupts registration (excluding Summer Session) without obtaining an official Leave of Absence from the Undergraduate Academic Advisor of the School of Nursing will be withdrawn from the nursing major.

If it should become necessary for a student to withdraw from the School of Nursing for other than academic reasons, the student may request a Leave of Absence from the School of Nursing. The request must be written and predate the student's official withdrawal from the University. The request must include the reason for the request and the length of the leave being requested.

Each leave of absence will be decided on its own merits. The following will be considered in the decision-making process:

1. Reason for the request.
2. Potential for resolution of the problem within the time frame of the LOA.
3. Consequences of the LOA in terms of its impact on future course work.

Leave of Absence decisions will take one of the following forms:

1. An unconditional LOA, in which case the student would be automatically allowed to reenter the program at a specified time.
2. A conditional LOA, in which case the student would be allowed to reenter the program at the specified time and contingent upon compliance with any conditions outlined at the time the leave is granted.

All readmissions from an LOA will be dependent upon space available in the upcoming course sequence.

The amount of time granted for an LOA will be for one semester up to one year. Students requesting an LOA for one year must be aware of the possibility of repeating nursing courses to ensure competency with current expectations.

Students not on an official LOA who have withdrawn from the nursing major must apply for readmission through the standard process for admission to the major. That application will be reviewed in the same manner as all new applications.

UNDERGRADUATE READMISSION POLICIES

1. Consideration for readmission of a student to the undergraduate program in nursing is contingent upon (re)admission to the University.
2. Any consideration for readmission of students into the undergraduate program will include consideration of space availability.
3. Any student attempting readmission to the program must meet all current undergraduate program admission requirements including cumulative GPA (minimum of 2.5 on a 4.0 scale), and prerequisite course work GPA (minimum of 2.7).
4. For students reapplying to the School of Nursing who have been previously enrolled in a nursing program, past experience in course work and clinical work will be evaluated for readmission. The School of Nursing specifically reserves the right to reject any applicant.

ATTENDANCE

1. Class attendance is an expected behavior of students enrolled in the School of Nursing. The School of Nursing adheres to the University policy on attendance as follows:

Upon registration, students accept the responsibility for attending classes for the entire class time and completing course work. It is the responsibility of students to ascertain the policy of instructors with regard to absence from class and to make arrangements satisfactory to instructors with regard to incomplete course work. Students are advised that it is particularly important to attend, beginning with the first class meeting, and to obtain information about the course. Failure of a student to attend the first session of a course could result in that student losing their place in class to another student [**Class Attendance Policy (1997)** online at <http://www.siue.edu/policies/1i9.shtml>].

Failure to adhere to attendance policies may jeopardize the student's ability to satisfactorily meet the course requirements. In addition, specific courses may have more stringent attendance policies. The Registrar, in consultation with the faculty member involved, reserves the right to withdraw administratively any undergraduate student from a course because of excessive absences, provided that the number of absences causing this type of withdrawal from the course is stipulated in the course syllabus. The student will receive the grade WR (withdrawal by the Registrar) for the administrative withdrawal during weeks 3 - 10 (weeks 3 - 5 during Summer Term), and will receive the grade UW for

administrative withdrawal after week 10 (after week 6 during Summer Term – a UW computes into the GPA as a failing grade). The student will have no entry on the transcript for administrative withdrawal prior to week 3. Students may appeal being withdrawn administratively from the course to the dean of the school or college in which the course is offered within seven (7) calendar days of notification being sent by the Registrar of their removal from the course.

2. Class attendance for tests.

Students who are unable to attend on the date of the course when a course test or final exam is given **must** inform the instructor of this fact and provide a reasonable excuse prior to the administration of the course test or final exam. It is up to the instructor's discretion whether permission will be granted for non-attendance on the date of the course test or final exam. If permission is not granted, the student will receive a grade of "0" on that test. All arrangements for course test or final exam make-ups are to be made between the student and the instructor prior to the administration of that course test or final exam.

3. Attendance and Punctuality

Attendance and punctuality for all classes and the clinical practicum experiences are professional expectations of nursing students. To foster the development of the student nurse as a responsible professional practitioner, students are expected to attend all classes and clinicals, to be punctual, and to notify the faculty **DIRECTLY**, in advance of absences.

Faculty have the authority (see University policy) to implement a more defined policy relative to attendance.

Should a faculty group decide to implement a more defined policy, all sections of a specific nursing course in any academic year, including summer session, will follow the same policy, even if the faculty of record changes.

Students enrolled in on-line courses are also expected to adhere to professional expectations and policies for attendance. Students are expected to participate in discussion, complete reading and other assignments as specified in the syllabus and course schedule. Students who do not participate in discussions or submit assignments for the week may lose points and are counted as absent from class for the session.

Absences due to illness or other emergent situations may occur and this has the potential of hampering the student's ability to complete both didactic course objectives and clinical performance objectives in the time allotted. Depending on the student's progression in clinical relative to meeting those objectives, the student who has missed clinical for whatever reason may be required to make up the clinical time as per faculty direction.

It is expected that the student follow professional behaviors in notifying the faculty of any absence or tardiness in advance.

Students will be expected to make up any missed clinical hours or experiences according to course guidelines and instructor availability. Specific clinical guidelines are as follows:

- a. Absences are excused at the discretion of the faculty and options for make-up are dependent on the students' needs in meeting course objectives as determined by the faculty member.
- b. The following are examples of acceptable excused absences with appropriate communication with faculty:
 - Illness of the student
 - Illness of the student's children
 - Hospitalization of the student
 - Death in the student's immediate family
 - Inclement weather
 - Unexpected car trouble
- c. Unexcused absences may be made up according to instructor and agency availability. The following are examples of unexcused absences (are not limited to these):
 - 1) Dismissal by faculty for cause:
 - Tardiness
 - Inappropriate dress
 - Lack of preparation potentially resulting in the inability to safely care for patients
 - Inappropriate behavior
 - 2) Failure to show up or call in as instructed by faculty
 - 3) Failure to comply with the health clearance policy
 - 4) A student may be unable to attend clinical or be asked to leave the clinical unit for other reasons, such as unsafe practice or as determined by the supervising faculty member or agency guidelines.
- d. The consequences of unexcused absences will be:
 - 1) Initial violations of offenses such as tardiness, non-adherence to dress code will result in a verbal warning (meeting with student) and written notation in the clinical evaluation form of unsatisfactory performance under the appropriate objective for that week.
 - 2) Second violations of the offenses listed in d.1 and first violations of the following offenses (dismissal from clinical for lack of preparation; absence without notification; inappropriate professional and student conduct; failure to comply with health and clearance policy; and unsafe practice) will result in written documentation in the clinical evaluation form as well as the initiation of an Academic Improvement (AI) form. Students and faculty are expected to adhere to the follow up notification and meetings outlined as standard expectations in the AI policy. Other examples of defined student conduct can be found in the SIUE Student Conduct Code. (Faculty should follow the recommended sanctions listed in that Code).

The AI should include a developmental plan that outlines the expected behavior changes and the student's plan for change, as approved by faculty. The generation of an AI should be noted on

the clinical evaluation form. The student will also receive an unsatisfactory relevant to the clinical objective for that day. The AI form & plan will be forwarded to the appropriate Assistant Dean, the Department Chair notified, and the form placed in the student's permanent record. The student is expected to meet with the Assistant Dean per the current AI policy.

- 3) Third violations (failure to follow the AI plan and/or a second offense of those outlined in 2) may result in an overall unsatisfactory performance for clinical and course failure.
- 4) Faculty, exercising reasonable judgment, makes a decision in the best interests of the student and class.

Approved: Faculty Council, May 5, 2008

INTERNET COURSES

Sections of many courses are now being offered technology enhanced approaches. The student will be informed ahead of time if this is the method of delivering the course content. It is important that the student plans for computer and internet access appropriate to the course.

INDEPENDENT STUDY

An independent study is initiated by the student in consultation with a faculty member with expertise in the student's area of interest. The student and faculty member negotiate the number of credits, not to exceed 3 semester credits, and the content of the independent study. The student obtains a form for independent study from their respective academic advisor, completes the form, has it signed by the independent study faculty member, academic advisor, and the Assistant Dean for Undergraduate and Alternative Programs. The form must include the objectives for the independent study as well as the outcomes to achieve the objectives. The student may enroll in NUR 498 (for independent study) for no more than 3 hours credit. A copy of the independent study form is made for the student, a copy is kept with the Assistant Dean for Undergraduate and Alternative Programs, and a copy is kept in the student's file. The course appears on the academic transcript as an Independent Study.

STUDENT WORK POLICY

Student employment policies in the School of Nursing reflect those of the University. This policy is stated in the [Policies Governing Student Work](http://www.siue.edu/policies/4b3.shtml) (SIUE, 1998) online at <http://www.siue.edu/policies/4b3.shtml>. In addition to the University policy, the School of Nursing makes the following recommendations pertaining to undergraduate students working part-time in health care institutions:

1. The identification badge and insignia identifying the employee as a student of the SIUE School of Nursing may not be worn.
2. Students should be aware of their responsibilities regarding liability and malpractice insurance in that health care facility. Students are covered by

University insurance only while functioning within the scope of the nursing program and not during outside employment.

PATIENT CONFIDENTIALITY

While in clinical practicum, students are assigned a variety of clients. Clients have the right to every consideration of privacy. Discussion of cases should be conducted so as to protect the client's privacy. Students have access to the client records and must keep all information regarding the record or communications with or about the client confidential. Students should not use the client's name in any verbal or written discussion of the client outside of the clinical practicum or post conference setting. Students should use only the patient's initials when writing care plans or other similar papers. Home addresses and phone numbers should not be disclosed outside of the clinical agency.

The Standards for Privacy of Individually Identifiable Health Information (the Privacy Rule) took effect on April 14, 2001. The Privacy Rule creates national standards to protect individuals' personal health information and gives patients increased access to their medical records. As required by the Health Insurance Portability and Accountability Act of 1996 (HIPAA), the Privacy Rule covers health plans, health care clearinghouses, and those health care providers who conduct certain financial and administrations electronically. Most covered entities must comply with the privacy Rule by April 14, 2003. www.hhs.gov/ocr/hipaa.

HEALTH MANDATES

1. Health Insurance and Services

Students are encouraged to become familiar with the University Health Services and to take advantage of the services available to them. Students not covered by family policies for health insurance are encouraged to enroll in the University Health Plan. All students must be covered by health insurance of some kind and must show proof of such to the School. The student is responsible for all health care, injury, or illness costs incurred while in class or clinical. The School of Nursing and the University will not be responsible for any costs incurred through injury or illness related to course or clinical experiences.

2. Physical Examination

Students are required to have a physical examination upon admission to the School of Nursing, either through the University Health Service or their private health care provider. The University Health Service will arrange an appointment upon request. Contact Health Services at 650-2842 for an appointment or fees. The examination must include a complete medical history, vital signs, urinalysis, serology, and documentation of immunization status available in Student Health Service or download forms from the web at: <http://www.siu.edu/HEALTH/forms.html>. A consent form is also available for signature so that the School of Nursing has access to student health records (see form in Appendix A).

3. Centers for Disease Control and Prevention (CDC) Guidelines for Health Care Workers

The SIUE School of Nursing immunization policy is based on changes in the CDC guidelines. Health care workers are cited as the most at-risk group for infectious diseases. For further information, consult the CDC web site (<http://www.cdc.gov>.) Effective July 21, 2000, at the beginning of the Fall Semester, all nursing students will be required to submit verifiable evidence of the following immunizations based on current CDC recommendations for immunizations strongly recommended for health care professionals.

Measles (red measles or Rubeola) vaccination (2 doses required), OR titer, OR date of disease verified by a physician.

Mumps vaccination, OR titer, OR date of disease verified by a physician

Tetanus/Diphtheria vaccination within the past 10 years.

Hepatitis B vaccination - 3 doses (dose #1 is required for Semester 1 temporary clearance) OR titer showing immunity (copy of lab report required). Those students who have recently completed the Hep B series must have a titer drawn 1-2 months after the third shot and the titer must show immunity.

Rubella vaccination, OR antibody titer (copy of lab report required). If a student received their MMR vaccination within the past 3 months, they are exempt from needing the titer. Students with titers below levels reflective of immunity may need immunization if deemed necessary by the health care agency to which they are assigned and/or their health care provider.

Varicella vaccination, OR antibody OR IGG titer (copy of lab report required). Students with titers below levels reflective of immunity may need immunization if deemed necessary by the health care agency to which they are assigned and/or their health care provider.

PPD/Mantoux TB skin test – 2 step (2 separate tests spaced 1-3 weeks apart) required for 1st year students. If documented past positive and documented negative chest x-ray, will need Sign/Symptoms TB Assessment form completed. (If you have documentation of 3 current consecutive years of negative TB skin tests, this is also acceptable). Thereafter, a 1 step TB skin test is required yearly.

Influenza annually.

Students are required to keep all immunizations current during enrollment in the School, must retain a copy of their immunization record, and should be able to provide it for verification at the time of registration for each semester.

4. Immunizations Not Covered Under CDC Guidelines

The School of Nursing policies regarding immunizations and communicable disease exposure, diagnosis and treatment are developed following the guidelines from the Center for Disease Control and Prevention (CDC). Additional guidelines will be added if requested by clinical agencies being used by the School of Nursing for student clinical

experiences or other appropriate agencies (such as health departments, health services, State of Illinois).

5. **Immunization Exemptions**

It is the responsibility of the student who wishes to be exempt from immunizations to complete the “Religion Exemption Form” and/or the “Physician Statement for Medical Exemption.” These forms are available from Health Service (see Appendices B and C) and must be filed with the student’s health record in Health Service and the School of Nursing.

6. **Interface with University Health Service**

The University Health Service is responsible for maintaining all health records for students at SIUE, and they should receive copies of all of the individual student’s physical examination and immunization documents. Health Service, in turn, will complete the appropriate clearance form which will be sent to the School of Nursing when all requirements are fulfilled. The student must also turn in their CPR/Insurance proof to the office of the Assistant Dean for Undergraduate and Alternative Programs and then the student will be cleared for clinical agency experiences. The hepatitis B vaccine series should be completed during sophomore level – fall term. However, students who have never received a hepatitis B vaccine will receive a temporary clearance after the first immunization but must document completion of the three dose series along with a PPD (see above) to be cleared for sophomore level – spring term clinicals. Transfer students must meet all requirements for the semester in which they are entering.

All students must meet all Health Mandates and CPR certification by the date specified in the acceptance letter to continue with the course of study. These requirements must be kept current through the entire program. This is a student responsibility. Failure to do so will result in an unexcused absence from the assigned course and/or clinical (See Absence Policy).

7. **Temporary Disability/Pregnancy Policy**

No limitations are placed by the School of Nursing in regard to student enrollment when temporarily disabled or pregnant. Students may voluntarily take an approved leave of absence from the program and will be reinstated to the same academic status held when the leave began. Standardized testing and progress will be determined on an individual basis with the Assistant Dean for Undergraduate Programs. Clinical assignments will need to be individually planned. Please consult the Leave of Absence Policy for further instruction.

Those students remaining must meet the criteria set forth in this policy. The very nature of nursing means students will be in contact with patients who are ill. The School is especially concerned about exposure to contagious diseases, exertion, the physical work of nursing and the potential for stress, trauma or injury.

Students who are temporarily disabled or pregnant must notify their instructors and the Assistant Dean for Undergraduate Programs.

The student should provide the course instructors with the following information, and a copy must also be received by the Office of the Associate Dean for Academic Programs:

Name, telephone number, and address of physician, nurse practitioner or certified nurse midwife caring for the student.

If applicable, expected date of delivery.

Emergency contact name and phone number of a responsible relative or friend.

A letter from the physician, nurse practitioner or certified nurse midwife that clearly states that the health status of the student will not be jeopardized by enrollment in classes or clinical rotation.

CPR CERTIFICATION

Students must document CPR certification for ADULT, CHILD, and INFANT. The CPR course must include a section on defibrillation (AED). The School of Nursing recommends the American Heart Association's "Health Care Provider Plus" course whose certification is valid for two years. The American Red Cross's "CPR for the Professional Rescuer" course provides only a one-year certification. Although CPR courses are occasionally offered on campus, the student is encouraged to obtain certification through the American Red Cross or the American Heart Association in their community.

MALPRACTICE INSURANCE

Professional liability insurance is provided at no cost by the University for all baccalaureate nursing students while participating in clinical practice and under the general supervision of an SIUE employee to meet the requirements for the educational program in nursing.

This coverage is effective only for University-related functions within the scope of the nursing program. If a student performs outside nursing care or employment, she/he should consult her/his own employer for their requirements. Students who work for pay for any health agency may need to obtain malpractice insurance.

TRANSPORTATION

Most students at Southern Illinois University Edwardsville campus commute to class and clinical. Students are expected to provide their own transportation to and from the university and to and from the clinical facilities. That means all students must be able and licensed to drive or have appropriate transportation available to them. Use of a

personal or family car is necessary, and the insurance on the car must be in accord with state laws. Also due to liability, a student is not allowed to transport any patient.

STUDENT UNIFORM POLICY

Purpose

The purpose of the SIUE student uniform is to clearly identify individuals as nursing students to the public for safety reasons and to enhance the representation of SIUE School of Nursing.

Uniforms

1. All students will wear a standard school uniform (wine tunic/pants) ordered from the school vendor. No substitutions or additions are permitted. Should a student require warmth under the tunic, a standard white t-shirt is permitted.
2. Students must have uniforms available the second week of each semester they are enrolled in a clinical or lab course.
3. The long white lab coat may be worn in place of a uniform in some situations, to be determined by the faculty of clinical courses.
4. During the psychiatric mental health clinical course, street clothes are acceptable. In some sites, lab coats are required. Students are expected to exercise proper judgment in choosing clothes that are professional and appropriate in the clinical environment.
5. During the public health clinical course, navy or black pants and a white collared shirt is the required uniform. In some sites, lab coats are permitted.
6. Only an individual when functioning in the student role will wear the School uniform, patch and name badge. A student may not wear the School uniform when functioning as an employee or volunteer outside of the student role.
7. Students must wear the official lab coat, name badge and professional attire when visiting a clinical setting to review patient assignments.
8. No casual attire (jeans, shorts, t-shirts, crop tops, sandals etc.) is permitted **IN ANY CLINICAL SETTING AT ANY TIME.**

Name Badge and Uniform Emblem

1. Name badges will be worn on the upper right portion of the uniform. Charges will be incurred for replacement of lost name pins.

2. An emblem bearing the seal of the SIUE School of Nursing will be sewn/heat pressed on the left upper sleeve of all uniform shirts and lab coats. (no pins/Velcro)
3. When a lab coat is worn, a name badge must be worn.

Shoes and Hose

1. When in uniform, students must wear clean, all white, leather shoes and white hose/socks.
2. When in street clothes as in above, appropriate casual shoes may be worn.
3. In all cases, the foot must be completely covered. (no clogs, sandals or open-toed shoes).

Hair and Nails

1. Hair must be worn above the collar or tied back securely with a small clip or band. Large hair bows or scarves are not permitted.
2. Facial hair should be trimmed and clean and may need to be covered in some settings.
3. Fingernails should be clean, trimmed. No false nails or extensions are permitted.
Polish, if worn, must be clear or neutral and well maintained, if permitted by clinical agency.
4. Hair colors (other than brown, black, red and blonde) are not permitted.

Body Art/Jewelry

1. Tattoos must be covered by clothing or a neutral colored bandage.
2. Only small post earrings (one per ear) are permitted. Dangling or hoop earrings or bracelets are prohibited.
3. One wedding band without prongs or large stones may be worn, but may need to be removed to wash hands.
4. Jewelry must be removed from any other visibly pierced location, including the tongue.
5. Either a watch with a second hand or digital watch that tracks seconds is required.
6. Necklaces should not be worn.

Fragrances

Perfumes and aftershaves are prohibited because of the potential allergic reactions of patients.

Stethoscopes

Students are required to purchase a stethoscope that has both a bell and diaphragm capabilities as part of their uniform during their first term in the program.

Improper Uniform

Students not in proper uniform may be removed from the clinical setting. Faculty may allow them to return in proper uniform at their discretion. Absences due to improper uniform attire will be considered unexcused and may affect the student's course grade.

Uniform Return

The student will be required to return the patch and the student name tag to their Director upon involuntary separation from the School of Nursing.

Approved Student Affairs Committee, February 16, 2004

Approved Faculty, March 2, 2004

Revised 4/7/04

Approved Student Affairs Committee, April 20, 2004

Approved Faculty, April 21, 2004

STUDENT PARTICIPATION ON SCHOOL OF NURSING COMMITTEES

Students participate on several committees or groups within the School of Nursing.

1. Undergraduate Curriculum Committee
 - a. Brief Description -- The Committee assumes responsibility for attending to all matters having to do with the curriculum, including its planning, development, and implementation.
 - b. Selection of Student Representatives – Four students will be elected by their peers to serve on the Committee with voice, but no vote: one representative from the Student Nurse Association and one student from each of the three undergraduate programs.

2. Undergraduate Student Affairs Committee
 - a. Brief description -- The committee assumes responsibility for developing and implementing policies regarding student admission, retention, and progression.
 - b. Three (3) undergraduate students (a pre-licensure student, an RN to BS student, and an ABSN student) will be elected by their peers to serve with voice but no vote, for a one-year term. Students will not be present for discussion of individual students or personnel matters.
 - c. Selection of student representatives -- Two undergraduate students (a pre-licensure nursing student and a RN to BS student) are selected on a volunteer basis, with voice but no vote, to serve for a one year term.

Approval by the School of Nursing Faculty May 3, 2001
Revised May 10, 2004 Approved by Faculty

GRADUATION INFORMATION

Graduation Requirements

Application for graduation must be submitted through the Office of Admissions and Records, Rendleman Hall, Room 1208, by the first day of the term in which the student plans to graduate.

Graduation requirements from the traditional baccalaureate nursing program require meeting university graduation requirements and a minimum of 125 credit hours. Graduation from the RN to BS program requires a minimum of 124 credit hours. Students transferring from an accredited two-year institution must earn at SIUE, or at any other accredited four-year institution, at least 60 of the semester hours required for the degree. All candidates for the degree must complete a minimum of 30 semester hours at SIUE. For students matriculating through the accelerated nursing option, 67 semester hours of nursing courses are required.

NCLEX Information

Information about applications for the NCLEX-RN Examination and instruction sheets will be distributed to the students in their final semester of study. The process will be discussed with students at that time. Instructions to complete the application will be distributed at that time.

If the student plans to take the NCLEX-RN Examination in another state, it is the responsibility of the student to contact that State Board of Nursing. Addresses are posted in the School of Nursing or are available online at <http://www.ncsbn.org>.

Nursing Pins

The SIUE School of Nursing pin may not be purchased until the student is ready to graduate. The pin may be purchased in the University Center Bookstore. Authorization to purchase the pin is sent to the Bookstore from the Associate Dean for Academic Programs after the 13th week of the last semester in the program. Purchase of a pin after graduation to replace a lost pin can be arranged by following the same process.

School of Nursing Convocation

Prior to the date of the SIUE Commencement, a School of Nursing Convocation is usually held as a celebration for students, families, and friends to mark the end of the nursing program. The SIUE nursing pin is formally pinned on the graduating student at this ceremony.

Commencement Ceremonies Policy

The University holds Commencement ceremonies at the end of each academic term. Only those persons who have completed **all** degree requirements will be permitted to participate in the School of Nursing Convocation and the Commencement ceremony following the term. The University policy is found online at <http://www.siu.edu/policies/1f2.shtml>.

LICENSE (for RN/BS students)

RN/BS students may take the initial two courses in the curriculum (NURS 323 & NURS 240) prior to obtaining a license. However, a copy of a current unencumbered Illinois professional registered nursing license is required for continuing in the program. It is the student's responsibility to submit a copy for the file to the RN to BS advisor at the Southern Illinois University Edwardsville School of Nursing.

SECTION V
CURRICULUM

CURRICULAR THEMES

Themes for the curriculum are derived by faculty from an assessment of University and School of Nursing statements of mission and goals. Once the themes are determined for a curriculum, they are used to systematically plan and develop course direction, content and outcome expectations.

ANALYTICAL REASONING

Outcome focused thinking that includes the ability to analyze information, make inferences, draw logical conclusions, and critically evaluate all aspects and consequences of an action.

COMMUNICATION

A complex, ongoing, interactive process that involves oral, written and nonverbal interactions.

ROLE

A set of social and personal characteristics that includes the nurse as a provider, manager, designer and coordinator of care, and a member of a profession.

HUMAN DIVERSITY

Differences in race, ethnicity, national origin, religion, age, gender, sexual orientation, ability/disability, social and economic status or class, education, beliefs, and related attributes of people (adapted from Andrews and Boyle, *Transcultural concepts in nursing care, 1999*).

ETHICS

The application of a value system in making decisions about the rightness and/or wrongness of an action or situation.

Integrated Concepts for curriculum

Life span perspective of human development takes into account all phases of life, not just childhood or adulthood, and is embedded in social and cultural contexts. (Adapted from Berger, K. (2005). *The developing person through the life span*, 6th edition)

Citizenship refers to being a responsible member of local, nation and global community where in one participates, collaborates and contributes openly and freely toward improving the life conditions of the community.

Community is viewed as a group who share common interests, who interact with each other and who function collectively within a defined social structure to address common concerns (Clark, 2003).

Approved by School of Nursing faculty: May, 2004

BACCALAUREATE STUDENT OUTCOMES

Upon completion of the baccalaureate nursing program, the student:

1. Appraises all aspects of health care situations and consequences of chosen actions.
2. Chooses effective communication approaches using strategies and theories integral to the practice of nursing.
3. Designs effective responses to identified health care concerns.
4. Initiates investigation of professional issues.
5. Integrates knowledge of human diversity and the effects of health and social policies on populations.
6. Integrates personal and professional ethical code into professional practice.
7. Incorporates understanding of moral judgments into determining ethical issues.

Approved by School of Nursing faculty: August, 2004

The curricula for traditional baccalaureate students, RN to BS students and those pursuing the accelerated option are found on the SIUE School of Nursing website www.siu.edu/nursing. Students must meet all curriculum requirements to be eligible for graduation.

EVALUATION POLICY

Students are evaluated throughout the undergraduate nursing program.

Course Evaluation

Specific course evaluation criteria are listed in course syllabi. The School of Nursing uses the following grading scale in all courses:

- A = 93 - 100%
- B = 86 - 92%
- C = 76 - 85%
- D = 70 - 75%
- F = below 70%

Standardized Examinations

Standardized examinations provide an external measure of students' knowledge and skills and serve as progression benchmarks in many professional education programs. The SIUE School of Nursing has adopted the Health Education Systems Incorporated (HESI) system of standardized examinations that are integral to the nursing curriculum for basic students.

Pre-Admission Assessment

The HESI A2 (Math, Reading Comprehension, Grammar, and Vocabulary) is taken prior to admission to the School of Nursing (See Admission Policy). This examination measures essential math skills and reading comprehension at the eighth and ninth grade level.

Comprehensive Exit Examination

The HESI E2 Exit Examination is taken at the completion of NURS 489 Senior Synthesis and measures comprehensive knowledge necessary for success on the national licensure exam. A passing score of 850 is expected. The score from this examination will be included in the final grade of NURS 489.

Progression Examinations

During student progression through the program, there are five required standardized examinations including Fundamentals, Pharmacology, Maternity Nursing, Pediatric Nursing, and Psychiatric-Mental Health Nursing. These examinations are included as one of the requirements in each of the following nursing courses: NURS 243 (Foundations of Professional Practice), NURS 241 (Pharmacology and Nutrition), NURS 354 (Care of Women and Childbearing Families), and NURS 355 (Care of Children and Adolescents) and NURS 474 (Care of Persons with Mental Health Needs). Results from these examinations provide a benchmark based on national standards in specific content areas. A score of 70% is expected and represents minimum knowledge for each area. Scores from these examinations will be included as a minimum of 5% of course grades and may serve as the final examinations in these courses. There are no re-take options for these exams.

Taking the Examinations

All testing will be administered through the University's Instructional Services Testing office. A schedule of testing dates and fees are available on the website <http://www.siue.edu/IS/TEST/Nursing/index.html> at the beginning of each semester. Study guides may be purchased through www.hesitest.com. Fees for the progression and comprehensive examinations are included in the course fees. Fees for the pre-admission assessment (HESI A2) and any re-tests are the responsibility of the student. These fees are paid directly to the Testing Services when registering for the test.

Handbook revisions – Aug. 20, 2007

Table 1

Schedule of required standardized examinations

Semester	Tests	Passing Score	Non Passing Score
Pre-Admission	HESI A2 – Math – 50 items Reading – 38 items Grammar – 50 items Vocabulary – 50 items	75% or above on math and reading requires no education action plan	Education action plan required if score < 74% on math or reading comprehension
Sophomore level – Spring	Foundations 50 items	Minimum 5% of N243 course grade	No retake.
Sophomore level – Spring	Pharmacology 50 items	Minimum 5% of N241 grade	No retake.
Junior level – either Fall or Spring	Maternity Nursing 50 items Pediatric Nursing 50 items	Minimum 5% of N354 grade Minimum 5% of N355 grade	No retake.
Senior level – either Fall or Spring	Psychiatric/Mental Health Nursing 50 items	Minimum 5% of N474 grade	No retake.
Senior level – Spring semester	HESI E2 (Comprehensive Exit Exam) 150 items	HESI score of 850 or above. Minimum 5% of N489 grade.	No retake.

Grade Reports

Grade reports are placed online by the University at the end of each semester. Individual faculty may report grades to students in a manner that protects confidentiality by obtaining a self addressed envelope from individual students for mailing of grades. Secretaries are not permitted to report grades to students by phone, mail, in person, or electronic means including email. Grades may not be obtained by telephone. Individual appointments may be made with faculty to review course grades. Students are encouraged to approach the faculty individually, not in groups. Grades will not be posted.

ACADEMIC IMPROVEMENT PLAN

Student progress in enrolled courses is closely monitored by faculty. If a student is experiencing academic jeopardy (i.e., overall grade less than 75% for the course), the faculty member meets with the student and initiates a School of Nursing academic improvement plan. An Academic Improvement Plan form is to be completed by the faculty and student. After the faculty and student discuss and determine a plan, the student is to make an appointment with the Assistant Dean of Undergraduate and Alternative Programs to discuss the plan.

At midterm, the university requests the names of students who are experiencing academic difficulty. Faculty complete and submit a university academic improvement form. The Assistant Dean will then be notified and follow up with the students.

CREDIT AND CLOCK HOURS

One semester hour represents the work completed in a lecture course that students attend for 50 minutes each week for fifteen weeks. Clinical laboratory practicum requires that students have three contact hours in a clinical practicum to earn one hour of academic credit. Clinical contact hours may include time spent in clinical agencies, clinical conferences, self-directed activities, or individual and group projects. In the Simulated Learning Center, two clock hours constitute one hour of academic credit.

ASSIGNMENT TO CLINICAL EXPERIENCES

Agencies for clinical experiences are chosen by the School of Nursing faculty to meet curriculum objectives. Student assignments to clinical agencies are made by the Assistant Dean for Undergraduate and Alternative Programs. Students will not be assigned to a clinical practicum in a unit at which they are employed. Students may negotiate a change of clinical with another student, if mutually agreed upon and necessary, and if approved by the Assistant Dean of the Undergraduate Programs. Agencies in the St. Louis and Metro East area are primarily used for clinical experiences, though clinical experiences can take place throughout Southern Illinois.

DRUG DOSAGE CALCULATIONS

To be able to progress in a clinical course, and be able to administer medications in the course, a student is required to pass a drug dosage calculation test with a score of 85% or better for all students in AY 06/07; 90% in AY 07/08 before the end of the second week of the clinical course. Students in Sophomore year, Spring semester will take the math test during weeks 12-15. Students will be given three attempts to pass the test. Students who do not pass the drug dosage calculation exam will be given a grade of F for the course. This grade will be used to calculate their grade point average until they repeat and pass the course (including the drug dosage calculation test). The F will remain on the transcript; the repeated course will be listed as a “repeat” course; and the new course grade will replace the F in the calculation of the GPA. The F will count as one nursing course failure. Failing a clinical course will delay a student’s progression in the program.

Approved by the School of Nursing Faculty May 3, 2001

Approved by the School of Nursing Faculty March 26, 2002

Approved by the School of Nursing Faculty February 6, 2006

Continued by the School of Nursing Faculty May, 2008

SECTION VI

GENERAL INFORMATION

EQUAL OPPORTUNITY AND AFFIRMATIVE ACTION

Southern Illinois University Edwardsville is committed to equal educational and employment opportunity and affirmative action. SIUE administers its programs, services, and employment opportunities without regard to race, ethnicity, color, sex, creed or religion, national origin, age, sexual orientation, disability, veterans' status, or other prohibited categories. The University abides by Affirmative Action principles. In addition, it is the policy of SIUE to make reasonable efforts to accommodate qualified individuals with special needs.

Inquiries regarding equal opportunity and affirmative action should be directed to the Human Relations Office. (The policy can be found online at <http://www.siu.edu> .)

STUDENT-ADVISOR CONFERENCES

Academic advisors are available by appointment for consultation regarding academic requirements, nursing pre-registration and registration, senior graduation checks, etc. Pre-registration for the subsequent term is mandatory each semester. It is the student's responsibility to consult the SIUE Class Schedule Bulletin and complete as much of the appropriate form as possible **prior** to meeting with the academic advisor.

STUDENT-FACULTY CONFERENCES

Opportunity is provided for discussions between faculty and students outside of classroom time on matters of interest and concern to them. Appointments may be made during regular office hours. In addition, the Dean may schedule times for students to meet. The announcements for these meetings are posted on the bulletin boards in the School of Nursing and on the student list serves.

BULLETIN BOARDS AND EMAIL

Policies which affect all students are posted on bulletin boards near the School of Nursing office and sent via email. Please check the bulletin boards and your email at least weekly. It is the responsibility of students to stay informed about information posted on the bulletin boards and email as well as other relevant information.

COMPUTER TECHNOLOGY

Computer resources are available for student use in computer laboratories on campus. The Alumni Hall computer lab is located on the first floor, Rooms 1201-1205. Computer programs that are frequently used by students in the School of Nursing or course projects are available on those computers. In some cases, computer programs are available on the computers in the Simulated Learning Center and the Lovejoy Library. Students may use the computer lab during the posted lab times. When difficulties arise with the programs

or lab availability, students are encouraged to speak to their instructors or the Assistant Dean for Undergraduate and Alternative Programs so the problem may be addressed.

The School of Nursing Simulated Learning Center has computers that are available for student use. Some CAI (Computer Assisted Instruction) programs are available for class projects, as well as word processing programs. Students may be limited to the time allowed on these two computers due to the large number of students that may need access.

Students may be able to rent a copy of the CAI that is available in the Computer Lab when the arrangements are agreeable to the copyright holder. In this case, undergraduate students rent a copy of the disk from the secretary to the Assistant Dean for Undergraduate and Alternative Programs. A small fee (\$5.00-\$10.00 each disk) is charged for rental. A hold may be put on the student's grade if the student does not return the disk at the end of the semester of issue.

FINANCIAL ASSISTANCE

Students in need of financial assistance should seek advice from the Office of Student Financial Aid in Rendleman Hall, Room 2308 as soon as enrollment in the University is completed. This will allow time to process an application. The Office of Student Financial Aid has part-time student employment for qualified applicants. Sources for funds for financial assistance include local banks, church and fraternal organizations, the Armed Forces ROTC programs, and Illinois Guaranteed Loans. The student is urged to consult the Office of Student Financial Aid for full information (online at <http://www.siu.edu>). Some short-term emergency funds are available through the Kelly Jones Fund. It may take up to two weeks to process requests for emergency funds. Applications are available in the Dean's office.

Additional websites for general information for financial assistance:

Financial Aid Information for Prospective and Current Nursing Students,
<http://www.aacn.nche.edu/Education/finaid.htm>

Information on student financial aid from the US Department of Education
http://www.ed.gov/prog_info/SFA/StudentGuide

Johnson & Johnson maintains a searchable database of scholarship opportunities
http://www.discovernursing.com/scholarship_search.asp

Scholarship Information for prospective students of Nurse Anesthesia Programs
<http://www.aana.com/foundation/scholarship.asp>

Scholarship Information
http://www.nursingsociety.org/career/scholarships_opps.html

Student Nurse Scholarships
<http://www.aorn.org/foundation/scholarshipstudent.htm>

GUESTS OR CHILDREN AS VISITORS TO THE SCHOOL OF NURSING

The School of Nursing is dedicated to the traditional academic pursuits of instruction in the classroom. A safe and supportive environment is fostered to enhance the students' pursuit of knowledge. A student wishing to bring a guest into the classroom must first seek the approval of the instructor in charge of the class. Children are not permitted in the classroom, lab, or clinical setting. The conduct of a guest shall not interfere with the educational process or learning environment. Guests are the responsibility of the student and will be removed at the discretion of the instructor should the guests' conduct interfere with the class. Minors are not to be left unattended in the School of Nursing, including the Student Lounge, the Simulated Learning Center, or hallways adjacent to classrooms.

EXPENSES (Estimated)

CPR Courses Approximately \$25.00-\$45.00

Physical including lab fees (before entry into sophomore level –
Fall term) at University Health Service (contact Health Service)

Transportation: At least 1-2 trips to primary clinical agency per week, plus assignments at community-based agencies. It is not possible to estimate the costs, but consider parking fees, gasoline, insurance & depreciation per semester x 5 semesters.

Textbooks** Average \$200.00 per semester

Uniforms /Lab Coat One set (pant, top & lab coat) purchased by school.
Additional pieces are \$13.00-\$24.00 each.

Shoes, Hose \$30.00-\$60.00

Standardized testing: Entrance exam \$43.00

** Students are required to purchase most of their nursing textbooks in order to adequately prepare for professional nursing practice and NCLEX. Additional books or workbooks may be required and will be available for purchase from the University Bookstore. Some textbooks will be rented through Textbook Rental Services each semester.

COURSE FEES

Additional course fees and clinical program fees are assigned to designated nursing courses. These additional course fees range from about \$45 to \$242 and are subject to change at any time. Consult the University Catalog for more information for specific courses or www.siu.edu/prospectivestudents/tuition_and_fees_2007-2008_additional_fees.htm

DAMAGE TO EQUIPMENT

Students may be responsible for the cost of equipment that is broken, damaged, or lost due to any negligence on the part of the student while in clinical practice experiences or clinical laboratory practice.

STYLE MANUAL FOR NURSING PAPERS

The manual of style for all papers written for School of Nursing courses is the Publication Manual of the American Psychological Association, 6th edition, 2009, Washington, DC: American Psychological Association.

Note: Any written work submitted may be used by the School of Nursing for program evaluation purposes. If used, student names will be removed.

STUDENT ADDRESSES AND PHONE NUMBERS

Students are required to make their current addresses and phone numbers known to the office of the Assistant Dean for Undergraduate and Alternative Programs. The School of Nursing uses the SIUE student email address as the only official email address for electronic communication. E-mail list serves are maintained by the secretaries for all traditional students, RN-BS students, and accelerated students. Only approved SIUE staff and faculty have access to the list serve. If you wish not to receive messages via the list serve, please notify the Assistant Dean for Undergraduate Programs in writing. It is the responsibility of the student to report to the School of Nursing (the Receptionist in Room 2117), the SIUE Admissions Office, and the agency nursing office all address, phone number, and name changes. This is for use in case of emergencies and for communication purposes. If updated addresses, phone numbers, and names are not provided, students may not receive needed information and will bear full responsibility.

THE UNDERGRADUATE RESEARCH ACADEMY

All nursing students are encouraged to seek funding for their senior assignment projects through the Undergraduate Research and Creative Activities Program (URCA).

Students who have been accepted as a major in any of the disciplines at SIUE and who maintain a grade point average of 2.5 or better are eligible to compete for URCA

Fellowships. Students must have junior or senior standing at the time they conduct their URCA work, must be at least two semesters from graduation, and often, may use the URA project to fulfill the Senior Assignment graduation requirement. More information will be provided during the first week of classes this fall. Additional information can be found on the web site <http://www.siu.edu/>.

LIBRARY FACILITIES

SIUE has excellent library facilities. Students are encouraged to become familiar with the nursing data bases including CINAHL and Medline. Both of these data bases can be accessed free of charge by logging into the Lovejoy Library (www.siu.edu/library).

Morris Library on the SIU Carbondale campus is available for SIU Edwardsville students who wish to use that library. They only need to show their SIUE I.D. card.

Community college libraries are able to obtain materials on interlibrary loan if given adequate notice.

The Southern Illinois University Edwardsville Library and Information Services on the Edwardsville Campus will issue a courtesy card for library privileges and computer access on campus upon presentation of tuition receipt for students off campus. Students on campus have full library privileges with a student I.D.

PARKING

A synopsis of General Motor Vehicle Regulations for the University campus can be found in the online at <http://admin.siu.edu/parking> or <http://www.siu.edu/policies/6d1.shtml>.

SECTION VII

NURSING ORGANIZATIONS

STUDENT ORGANIZATIONS

Student Nurses' Association of Southern Illinois University Edwardsville

The Student Nurses' Association (SNA) is a pre-professional organization for the American Nurses' Association. Member students of SIUE participate in the 10th District Illinois Nurses' Association.

SNA Membership enables the student to belong to the state and national (NSNA) student nurse associations. Membership dues are \$15.00 per year and are payable in October for the ensuing academic year. Membership in this association is open to those students who are considering nursing as their major area of concentration, or who have been accepted into the School of Nursing.

Sigma Theta Tau International, Epsilon Eta Chapter, Nursing Honor Society

The Epsilon Eta Chapter of Sigma Theta Tau, International was chartered in 1980 at SIUE. It is open to nursing students who meet established academic and professional criteria both at the graduate and undergraduate level and to community nursing leaders. The Society is concerned with the advancement of professional nursing through scholarship, research, and practices. Students are eligible for the society after completion of semester 6 for basic nursing students, completion of NURS 323/335 for RN to BS students, and 18 hours of course work for masters degree students except nurse anesthesia students who need to complete 30 hours. Students will be invited to join Sigma Theta Tau International, when they become eligible.

Phi Kappa Phi

The University has a local chapter of Phi Kappa Phi. The primary objectives of the Honor Society of Phi Kappa Phi are to promote the pursuit of excellence in all fields of higher education and to recognize achievement by students, faculty, and others through election to membership, and through various awards for distinguished achievement. Each year undergraduate students who meet the academic criteria are invited to apply for membership. Awards are also made to students who successfully win paper competitions.

Student/Dean's Advisory Group

The Student Dean's Advisory (SDA) is a vehicle for student input into the operation and administration of the School of Nursing. The Committee is co-chaired by the Associate Dean and the Coordinator of Advisors and meets monthly during the academic year. Membership includes the class officers from the traditional and accelerated baccalaureate options and student committee representatives of the Curriculum and Student Affairs committees. SNA officers are also invited to attend the meetings. RN to BS option students do not have class officers, but do have one representative on SDA. This committee openly discusses academic issues and concerns. Prior to attending the SDA, committee members meet with their respective constituencies to identify any relevant issues.

Nursing Class Representation for SIUE School of Nursing

Election of Class Officers

- Officers for each entering class will be elected. Elections of class officers are held approximately two (2) to three (3) weeks after the class' first semester as a Nursing major for the Traditional and Accelerated Options.
- The officers and representatives shall be: President, Vice-President, Secretary
- Duties of each class officer are as follows
 - Class President
 1. Schedules meetings; selects time and day for meetings, outside curriculum schedule (before class, lunch time or after class).
 - Officer meeting – one week prior to class meeting.
 - Class meeting.
 2. Prepares agendas (see sample in appendix)
 - Utilizes minutes from last meeting for planning events, and consults with class advisor.
 - Post agenda at least one week in advance.
 3. Conducts the meetings.
 - Utilizes Roberts' Rules of Order.
 - Appoints committees as necessary.
 - Receives reports of all committees.
 4. Assists Secretary in finalizing the minutes.
 5. Acts as a resource person to all class committees.
 6. Attends all other assigned committee meetings.
 - Student/Dean's Advisory - Each President reports class action, recommendations and activities to this Committee.
 - Vice President
 1. Assists President in all duties of the office.
 2. In the absence of the President, the Vice-President will assume all duties and responsibilities of that office until the time of the next election.
 3. Will chair working committees as necessary.

- Secretary
 1. Takes roll at meetings.
 2. Records minutes of each meeting.
 - Consults with the Coordinator of Advisors in finalizing report.
 - Has minutes typed and reproduced.
 - Distributes copies of the minutes to Class Officers, Class Advisors and the Coordinator of Advisors and posts one copy on the official student bulletin board.
 3. Is responsible for all class correspondence, i.e., invitations, expressions of sympathy, thank you notes.
 4. Maintains computer disc containing all meeting minutes and records of correspondence; present this to the next elected Secretary. Upon graduation, the updated complete notebook is given to the Coordinator of Advisors.

University Involvement

The Kimmel Leadership Center is the center of student involvement and campus life at SIUE. Students interested in getting involved can choose from more than 200 student organizations. Students also have the opportunity to serve on University-wide committees. Currently, there are over fifteen University-wide committees that have student representatives. A few examples are the General Education Committee, Curriculum Council, Graduate School Council, Textbook Service Advisory Committee, and the University Center Board. Through the Kimmel Leadership Center and Student Government, students can participate in a variety of student activities, leadership opportunities, and volunteer experiences that promote growth, leadership abilities, and prepare students for life-long learning. For additional information on these opportunities, go to www.siu.edu/kimmel or contact the Kimmel Leadership Center at 650-2686.

SECTION VIII

APPENDICES

Additional Policies & Procedures

APPENDIX A

SOUTHERN ILLINOIS UNIVERSITY EDWARDSVILLE
SCHOOL OF NURSING

RELEASE FORM

I, _____, give the Southern Illinois University
Edwardsville School of Nursing permission to obtain a copy of my physical and medical
history forms for their records. I understand that all information will be held confidential.

(Signature of Student)

(Date)

(Signature of Witness)

(Date)

APPENDIX B

IMMUNIZATION EXEMPTION - RELIGIOUS

NAME _____

SID# _____ Date of Birth _____

I request exemption from the State of Illinois college immunization requirements on religious grounds. This exemption was approved by the State of Illinois in section 2603, paragraph (d) of P.A. 85-1315. This document fulfills the requirements of section 694.210, subchapter K of 77 IL Administrative Code Chapter I and is in accordance with the Illinois Department of Public Health.

The specific details of my objection to the immunization(s) are as follows (please provide specific and complete details):

I accept full responsibility for my health, thus removing liability from Southern Illinois University Edwardsville in regard to the state mandated, compulsory immunizations.

Furthermore, I understand that in the event of an outbreak of measles, mumps, rubella, tetanus, or diphtheria, I will be required to leave the campus.

I am at least 18 years of age and enter this request for exemption and waiver as a free and voluntary act.

Signature _____

Date _____

APPENDIX C

**Southern Illinois University Edwardsville
Health Service**

Physician Statement for Medical Exemption

Date _____

Printed Name of Applicant _____ SID# _____

I, the undersigned do hereby request exemption from the immunization as recommended by my physician.

Signature of Applicant _____

The above named applicant has requested medical exemption from immunization. Since this is required by the State of Illinois, every student must be screened. Your assistance is required for medical exemption of the applicant.

1. Immunizations which require exemption (please check all that apply)

- _____ tetanus/diphtheria
_____ MMR
_____ PPD (Mantoux) skin test

2. Medical reason for exemption _____

If pregnant, EDC _____ Does patient plan to breastfeed? _____

Signature of physician _____

Printed name of physician _____

Address _____

Telephone _____

Health Service, Campus Box 1055, Rendleman Hall, Room 0214, Edwardsville, IL 62026
Phone 618-650-2842 Fax 618-650-5839

APPENDIX D

PERSONAL SAFETY DURING CLINICAL NURSING EXPERIENCES

Students are in a variety of community settings during their clinical experiences. Using common sense safety precautions to protect personal safety in everyday life is a concept that is lifelong. Safety during clinical experiences is really just an extension of these principles and practices.

The following are some safety reminders especially pertinent for students at agency or community settings:

- Make sure cars are in good repair (and full of gas) and not likely to break down.
- Always lock cars and do not leave things of value in locked cars where they can be seen.
- Double check to make sure keys don't get locked in cars.
- Have keys in hand when returning to cars to avoid delay.
- Look inside vehicles before entering.
- Avoid flashy jewelry and carrying money where it can be seen.
- Stand tall, walk confidently, and know destinations.
- Avoid shortcuts in unfamiliar areas.
- Try not to carry a purse, only I.D. (driver's license), necessary papers, and change which can be carried in pockets or waist packs.
- If making a purchase or buying lunch or gas, never flash money.
- In agency work, always let instructors know destinations and return times.
- In community observation experiences, let someone know destinations and approximate return times (this is a common sense safety practice).
- In case of an accident or if a victim of a crime, notify both the police and instructor or the School of Nursing.
- If someone wants the community health bag or anything else, GIVE IT TO THEM.
- Avoid corners and places where groups congregate and ignore catcalls.
- Do not linger in any neighborhood, do business and go.
- In making home visits, use judgment about approaching and entering a building; trust intuition.
- Be very cautious about dogs. If in doubt, go to a pay phone and call the client or agency which is planned to be visited.
- Always carry enough change to make a phone call and have the telephone number of instructor and/or agency.
- Avoid being alone in an unfamiliar place after dark.
- Do not stop the car to give a stranger a ride or lower the window to respond to someone who approaches the car.
- Keep the doors locked when driving.
- When stopping the car at a stop sign or light, stay one car-length behind the next car to be able to safely pull away if necessary.
- When approached by someone asking (begging) for money or asking for directions, state that there is no money and keep walking.

(Prepared by SIUE School of Nursing faculty, 1994)

Reviewed 7/97

APPENDIX E

STANDARD PRECAUTIONS FOR STUDENTS IN ALL CLINICAL AGENCIES

Under Standard Precautions, blood and certain body fluids of *all patients* are considered potentially infectious for human immunodeficiency virus (HIV), hepatitis B virus (HBV), and other blood borne pathogens. Standard precautions are intended to prevent parenteral, mucous membrane, and non-intact skin exposures of health care givers to blood borne pathogens. Contamination refers to “the presence or the reasonably anticipated presence of blood or other potentially infectious materials on an item or surface”.

Standard precautions apply to blood and to other body fluids containing visible blood. Blood is the single most important source of HIV, HBV, and other blood borne pathogens in the occupational setting. Other potentially infectious materials include human body fluids such as cerebrospinal, pleural, pericardial, peritoneal, and amniotic fluids; saliva in dental procedures; unfixed tissues or organs; semen; vaginal secretions; breast milk HIV-containing cell or tissue cultures; and HIV or HBV containing culture medium or other solutions. Since the risk of transmission of HIV or HBV from some fluids or materials is low risk or nonexistent, they are not routinely included in the list unless they contain visible blood. These are: feces, nasal secretions, sputum, sweat, tears, urine, and vomitus. Good judgment should be used under all circumstances.

Protective barriers reduce the risk of exposure of the health care worker’s skin or mucous membranes to potentially infective materials.

STUDENTS SHALL FOLLOW THESE GUIDELINES DEVELOPED AND RECOMMENDED BY THE CENTERS FOR DISEASE CONTROL AND PREVENTION (CDC)

A. Universal Precautions

1. Wear protective barriers to reduce the risk of exposure to potentially infective material, including blood, mucous membranes, non-intact skin; when performing vascular access procedures; and when handling or touching contaminated items or surfaces. Such equipment includes, but is not limited to: gloves, gowns, laboratory coats, face shields or masks, and eye protection. Personal protective equipment is considered appropriate only if it does not permit blood or other potentially infectious materials to pass through clothes, undergarments, skin, eyes, mouth, or other mucous membranes under normal conditions of use and for the duration of time which the protective equipment will be used.
2. Gloves should reduce the incidence of contamination of hands, but cannot prevent penetrating injuries due to needles or other sharp instruments. Masks and protective eyewear or face shields should reduce the incidence of contamination of mucous membranes of the mouth, nose, and eyes.

3. Replace disposable, single use gloves as soon as possible when contaminated, or if torn, punctured, or barrier function is compromised.
4. Wash hands when gloves are removed and as soon as possible after contact with blood or other potentially infectious materials.
5. Immediately wash hands and other skin surfaces that are contaminated with blood, body fluids containing visible blood, or other body fluids to which universal precautions apply.
6. Use full face shields or face masks with eye protection, goggles, or eye glasses with side shields when splashes of blood and other bodily fluids may occur and when contamination of the eyes, nose or mouth can be anticipated (e.g. during invasive and surgical procedures).
7. Minimize splashing, spraying, splattering, and generation of droplets when performing procedures.
8. Remove protective equipment before leaving the work area and after a garment becomes contaminated.
9. Place used protective equipment in appropriately designated areas or containers when being stored, washing, decontaminated, or discarded.
10. To prevent injury from needles, sharp instruments, broken glass or other items that could cause a cut or puncture wound:
 - Do not bend, recap, or remove contaminated needles.
 - Do not shear or break contaminated needles.
 - Discard contaminated needles and sharp instruments, in closable, puncture-resistant, leak proof, red or biohazard-labeled containers.
 - Do not remove a needle from a disposable syringe by hand.
 - Use forceps or a one handed technique to recap or remove contaminated needles.
11. Use RED or affix biohazard labels to, containers to store, transport, or ship blood or other potentially infectious materials, such as lab specimens.
12. Use puncture resistant, leak proof containers to collect, handle, process, store, transport, or ship blood specimens and potentially infectious materials. Use care not to contaminate the outside of the containers used for collecting specimens.
13. Do not eat, drink, smoke, apply cosmetics, or handle contact lenses in areas of potential exposure. (Note: Use of hand lotions is acceptable.)
14. Do not store food or drink in refrigerators or on shelves where blood or potentially infectious materials are present.

15. Handle contaminated laundry as little as possible and with a minimum of agitation. Use appropriate personal protective equipment when handling contaminated laundry. Place wet contaminated laundry in leak-proof, labeled or color-coded containers before transporting. Bag contaminated laundry at its location of use. Never sort or rinse contaminated laundry in areas of its use.
16. Blood spills should be cleaned using specific hospital disinfectants or decontaminants. Follow the policy of the institution where clinical practice is being done.

B. Management of Occupational Blood Exposure

1. Exposures to blood or body fluids that pose a risk for HIV or HBV infection or to other blood borne pathogens require immediate attention. Exposures include percutaneous injuries (needle stick or cut with a sharp object), contact of mucous membrane or nonintact skin (splash to eye, nasal mucosa, mouth, or chapped, abraded or affected skin), prolonged skin contact, or contact of the body fluid over an extensive area.
2. The area should be immediately and thoroughly washed, using soap and running water. Mucous membrane and eye exposures should be thoroughly rinsed with water. Students are responsible for *immediately* notifying the faculty member of the incident. The faculty member will then notify the appropriate agency authority and the School of Nursing.
3. Guidelines from the agency and the School of Nursing will be followed.
 - A. The history of the client shall be reviewed for high-risk category.
 - B. Client shall be notified and written consent shall be obtained. Written informed consent is not required of the source client in the State of Illinois as mandated in House Bill 4005. Written consent is required of the source client in the State of Missouri.
 - C. The client shall be tested following written consent and treatment and follow-up initiated for exposures posing risk of infectious transmission. Follow-up testing and counseling should be provided.
 - D. The student shall be serologically tested to establish a baseline. Testing shall include:
 - HIV
 - Antibody for Hepatitis A, Hepatitis B, and Hepatitis C
 - Hepatitis B surface antigen (HBsAg)
 - RPR
 - E. An incident report shall be filed at the agency. A copy of the incident report will be filed with SIUE Health Services and Risk Management.
 - Health Services will be notified immediately or within 24 hours.
 - Risk Management shall be notified immediately or within 24 hours.

- F. The student who had been exposed to HIV shall be retested according to the following schedule:
- Six weeks
 - Three months
 - Six months
- G. The student who had been exposed to HBV should be tested for anti-HBs 1-2 months after the last dose of the vaccine.
- H. The student who had been exposed to HCV should have a baseline and follow-up testing for anti-HCV and alanine amino-transferase (ALT) 4-6 months after exposures.
4. The student shall be counseled regarding postexposure prophylaxis (PEP), including the potential benefits and risks. The decision to recommend HIV postexposure prophylaxis should take into account the nature of the exposure, and the amount of blood or body fluid involved. Other considerations include pregnancy in the HCW and exposure to virus known or suspected to be resistant to antiretroviral drugs. Timely evaluation and management of HIV exposure should be enforced. It is recommended that any exposure be evaluated as soon as possible, ideally within the first two hours following the incident. An exposure should be considered an urgent medical concern. If the serostatus of the source person is unknown, the use of PEP is determined on a case by case basis, after considering the type of exposure and the clinical and/or epidemiologic likelihood of HIV infection in the source.
5. Students are to report and seek medical evaluation if any of the following symptoms are experienced in the next 12 weeks:
- Unexplained fatigue
 - Malaise
 - Appetite loss
 - Weight loss
 - Febrile illness
 - Unexplained infections
 - Chronic or recurrent diarrhea
6. The cost of the student's testing shall be the responsibility of the student.
7. If students refuse to submit to the above listed procedures, no adverse action can be taken on that ground alone since the procedures are designed for the benefit of the exposed student. Clinical agencies may have additional recommended precautions, and students should review and adhere to the policies and procedures at the clinical agency.
8. The student should refer to Updated U.S. Public Health Service Guidelines for the Management of Occupational Exposures to HBV, HCV, and HIV and Recommendations for Postexposure Prophylaxis, MMWR (June 29, 2001), 50 (RR11), 1-42, 45-46 or online at <http://www.cdc.gov/mmwr/preview/mmwrhtml/rr5011a3.htm>.

APPENDIX F

SOUTHERN ILLINOIS UNIVERSITY EDWARDSVILLE SCHOOL OF NURSING

STATEMENT FOR ACADEMIC INTEGRITY

Introduction

Southern Illinois University Edwardsville statement of values and implications of those values that support the School of Nursing statement on academic integrity are the following:

- Excellence
 - High-quality student learning
 - Continuous improvement and innovation
 - Outstanding scholarship and public service
- Integrity
 - Accountability to those we serve and from whom we receive support
 - Honesty in our communications and in our actions
- Wisdom
 - Creation, preservation, and sharing of knowledge
 - Application of knowledge in a manner that promotes the common good
 - Life-long learning

Source: SIUE 2003-2005 Undergraduate Catalog, pg. 3

The School of Nursing mission:

We inspire our students and faculty to embody the creativity to teach, the curiosity to learn, the courage to serve, and the compassion to care for others in this diverse and complex world, forever exemplifying nursing excellence in action!

Approved by Faculty 9/06 by electronic vote

Ethics is a value of the School of Nursing and is an organizing thread of the curricula. It is defined as:

The application of a value system in making decisions about the rightness and/or wrongness of an action or situation.

Source: SIUE School of Nursing Undergraduate Handbook – 2005

Nurses are viewed as one of the most honest and ethical professions. Behavior of professional nurses is directed by a Code of Ethics. The statement most directly supportive of this policy on (of) academic integrity is:

The nurse owes the same duties to self as to others, including the responsibility to preserve integrity and safety, to maintain competence, and to continue personal and professional growth.

Source: Haynes, L., Goese, T. & Butcher, H. (2004). Nursing in contemporary society: Issues, trends, and transition to practice, pg. 563.

The SIUE School of Nursing adheres to the University's Student Academic Code (<http://www.siu.edu/policies/3c2.shtml>). The University gives high priority to matters of academic ethics and abhors all types of cheating, including plagiarism.

The School believes that academic integrity and honesty are necessary as a solid foundation for intellectual development and believes that intellectual honesty is the foundation of all learning. To show intellectual honesty each student must produce work through one's own individual effort. Any work submitted as part of a requirement as designated by the course instructor must honestly and accurately indicate each individual student's academic efforts. This may include projects, papers, reports, presentations, examinations, clinical paper work, content in reflective journals, or contents of portfolios. Collaborative student efforts on projects should follow guidelines as designated in each course syllabi.

Acts of academic misconduct include acts of cheating, plagiarism, fabrication, facilitation of academic dishonesty, and willful failure or refusal to follow clinical practice standards. Definitions for those acts of misconduct follow:

1. Cheating: Using another source to demonstrate mastery of a subject. It includes dishonestly obtaining help or using materials not explicitly approved by the instructor. The use of notes, electronic devices or interacting with others is prohibited in certain academic exercises. Acquiring and sharing unauthorized exams prior to testing is considered cheating.
2. Plagiarism: Including, without limitation, the act of representing the work of another as one's own. Plagiarism may consist of copying, paraphrasing, or otherwise using the written, electronic, or oral work of another without proper acknowledgment or consent of the source or presenting oral, electronic, or written material prepared by another as one's own. Plagiarism also includes using information from electronic resources, including the Internet, without the use of proper citations.
3. Fabrication: Creating, inventing, falsifying or manufacturing scientific or educational data for as part of an academic requirement. Fabrication includes instances of representing manufactured data as the result of scientific or scholarly experiments or research, fabricating sources, or using citations in a misleading way. Altering or falsifying student records are one type of fabricated information.
4. Facilitation of academic dishonesty: Knowingly or negligently allowing work to be used by another or aiding others in academic dishonesty. It includes acts of soliciting, aiding, abetting, concealing, sabotaging another's work, or attempting

to be dishonest. Dishonesty is facilitated when students do not participate in group projects or allow one member to produce the work and represent it as the group's effort.

5. Failure or refusal to follow clinical practice standards: Acting in a manner that does not meet the practice standards in the treatment of patients or clients as determined by the School, the clinical setting, or through the direction of the clinical instructor/supervisor. This includes violations of HIPAA regulations of patient information and falsifying of clinical patient records.

Academic Dishonesty Offenses and Sanctions

Academic integrity is expected of all students at SIUE School of Nursing. Any violation of academic integrity is a serious offense and subject to sanctions. Violations at SIUE School of Nursing are classified into four levels based on the nature of the offense.

Examples follow below and are not all inclusive. Violations of the SIUE Student Academic Code/SIUE School of Nursing Statement for Academic Integrity may be recorded in the student file in the School of Nursing, reported to the School of Nursing Student Affairs Committee and for levels two – four violations will be reported to the University Office of Student Affairs, in compliance with University policy, where a disciplinary file on the student will be maintained.

Violations at levels one through three are primarily those encountered in the classroom, violations at level four are those encountered in both classroom and clinical settings.

Level One Violations

These types of violations may occur as a result of lack of knowledge or experience with the principles of academic integrity. Level one violations are infractions that involve a small percent of the course work, are not extensive and/or occur on a small assignment. The following are examples:

1. Working with another student on a laboratory, clinical or homework assignment when collaboration is prohibited.
2. Failure to footnote or proper citation – (reported at discretion of faculty)
3. Failure to report academic dishonesty of fellow students. (Protocol to be developed.)

Recommended sanctions for level one violations are listed below. One of these must be chosen and a report placed in the student file in the School of Nursing, at the discretion of the faculty member.

1. An assigned paper or research project on a relevant topic.
2. A paper on academic integrity or ethics.
3. A make-up assignment at a higher level than the original assignment.
4. No credit given for the original assignment with no make up allowed.

Level Two Violations

Level two violations are of a more serious nature as they affect more of the student's coursework. The following are examples.

1. Quoting directly or paraphrasing, to a moderate extent, without source acknowledgement.
2. Unauthorized multiple submissions.
3. Unauthorized collaboration on an on-line or take home exam.
4. Receiving assistance from sources with special expertise for an area that is a core element in the project without acknowledgement. (Examples include statistical, research, clinical practice area, and/or computer programming.)
5. Not contributing to a graded group project.

The recommended sanction for level two violations is a failing grade for the assignment. In the case of cheating on a take home or online final the penalty is failure in the course.

Level Three Violations

Level three violations are more serious in nature than level one and two violations.

Examples include:

1. Copying another student's exam.
2. Plagiarizing major portions of a written assignment.
3. Allowing someone to copy during an exam.
4. Using books, notes, PDAs, calculators and other items prohibited by course faculty in an exam.
5. Altering exams for more points.
6. Acquiring and sharing of unauthorized exams prior to the exam.
7. Use of purchased papers or other materials.
8. Use of the work of others as your own.
9. Inventing sources and or data or altering materials for use in papers or projects.
10. Submitting false accusation of cheating by student.

The recommended sanction is a failing grade for the course and filing a report as required by University policy.

Level Four Violations

These are the most serious violations and have potential to cause harm and thus carry the heaviest penalties. Examples include:

1. Any violation that occurs after return from suspension for a previous violation.
2. Forging a grade, stealing an examination, buying an examination, falsifying a transcript.
3. Having a substitute take an exam or take an exam for someone else.
4. Fabrication of evidence, falsification of data.
5. For graduate students presenting another's ideas as one's own in a project or thesis, scholarly articles, presentations or other works.
6. Sabotaging another student's work through actions designed to prevent completion of an assignment.
7. Willful violation of the ethical code or nursing or a nursing specialty.
8. Violation of HIPPA regulations.
9. Falsifying clinical data and patient records.

10. Knowingly failing to report a change in patient condition, or an error to the faculty or nursing personnel.

The recommended sanction for a level four violation is a failing grade for the course. A report is made to the School of Nursing Student Affairs Committee. Further sanction will be in accord with University policy.

Students can institute a grievance as provided in the University's Academic Code.

Sanctions endorsed in this document are to be considered, additional sanctions are at the discretion of the faculty member and the School of Nursing.

Approved by Faculty – May, 2005

APPENDIX G

SOUTHERN ILLINOIS UNIVERSITY EDWARDSVILLE SCHOOL OF NURSING

MANDATORY DRUG SCREENING FOR ALL NEW STUDENTS AND FACULTY

I. Policy

The SIUE School of Nursing believes that its students must place patient safety as their top priority at all times. In order to provide safe care, students must be cognitively unimpaired. Moreover, some of the clinical sites used by the School of Nursing require drug screenings of students and faculty before they can enter the clinical site and perform the duties of a nursing student and faculty member. Additionally, the Joint Commission on Accreditation of Healthcare Organizations recommends that students and faculty be subject to the same screenings as staff employed by the healthcare organization. To meet its ethical concerns regarding safe patient care as well as meeting clinical site and healthcare accreditation standards, the School of Nursing is imposing mandatory drug screening of its students and faculty. Effective for the Spring semester 2005, the School of Nursing will require all incoming graduate and undergraduate students to take a drug screen and be free of the drug substances listed in this policy before they can be fully admitted into the School of Nursing. Additionally, all faculty who are supervising students at clinical sites must take a drug screen and be free of the drug substances listed in this policy before they can enter the clinical site. The drug screening shall be minimally intrusive and use the most effective screening methods reasonably available.

II. Procedure for Implementation

1. All incoming School of Nursing students must arrange to be drug screened at a screening facility approved by the School of Nursing. The screen must be performed on all incoming students within thirty (30) days before the first day of class. However, for students admitted late or as warranted by other circumstances, the drug screen may be performed after this deadline. At present, the screen is required only for incoming students and is not mandatory for continuing students in good standing in the School of Nursing. However, if a particular clinical site requires additional or more recent drug screens, continuing students will be subject to additional screening. In addition, all students are subject to the SIUE Student Conduct Code, Student Alcoholic Beverages Policy and School of Nursing Substance Abuse policy which provides for drug and alcohol testing upon reasonable suspicion that the student is using or under the influence of drugs or alcohol.
2. Undergraduate and graduate nursing students, who withdraw temporarily from the School of Nursing, take a two or more semester leave of absence, or who fail out of the School of Nursing program, but are later re-admitted into the School of Nursing must be drug screened in the same manner as newly admitted nursing students.

3. All faculty supervising students at clinical sites must arrange to be drug screened at a screening facility approved by the School of Nursing before entering any clinical site. The facilities currently approved are: Gateway Regional Medical Center, Glen Carbon and Granite City, IL, Memorial Hospital, Springfield, IL, Work Safety Institute, Mount Vernon, Irvington, Salem, Benton and Carlyle, IL, Anderson Hospital, Maryville, IL, St. Anthony's Health Center, Alton, IL or other facilities approved in advance by the Associate Dean for Academic Affairs. The screen must be performed within thirty (30) days before entering the clinical site. However, if warranted by other circumstances, the drug screen may be performed after this deadline. Generally, the drug screen is required for faculty only once and faculty are not subject to additional drug screens after the initial screening. However, if a particular clinical site requires additional or more recent drug screens, the faculty member will be subject to additional screening.
4. Faculty working for the School of Nursing on an interim basis must be drug screened in the same manner as faculty newly assigned to a clinical site, if more than nine (9) months has elapsed since the faculty member's previous clinical assignment.
5. The drug screen must include the following drugs: THC (delta-9-tetrahydrocannabinol, substance commonly found in marijuana); Cocaine; Opiate; Amphetamine; and PCP (phencyclidine).
6. If a student has a legal prescription for any of the above listed drugs, the student should notify the Associate Dean for Academic Programs in advance of the drug screen and must be medically cleared in advance for participation in the clinical experiences by his or her health care provider. The student shall provide a copy of the legal prescription to the Associate Dean for Academic Programs prior to the drug screen. Such copies shall be maintained in the individual student's file in the School of Nursing.
7. If a faculty member has a legal prescription for any of the above listed drugs, the faculty member should notify his/her Chair in advance of the drug screen and must be medically cleared in advance for participation in the clinical experiences by his/her health care provider. The faculty member shall provide a copy of the legal prescription to his/her Chair prior to the drug screen. Such copies shall be maintained in the individual faculty member's personnel file in the Office of the Dean in the School of Nursing.
8. The student must consent to allowing the screening facility to mail the screen results directly to the following address: Associate Dean for Academic Programs, SIUE School of Nursing, Campus Box 1066, Edwardsville, IL 62026-1066. The School of Nursing will not accept screening results delivered by the student or any other third party, other than the screening facility itself.

9. The faculty member must consent to allow the screening facility to mail the screen results directly to the following address: Office of the Dean, SIUE School of Nursing, Campus Box 1066, Edwardsville, IL 62026-1066. The School of Nursing will not accept screening results delivered by the faculty member or any other third party, other than the screening facility itself.
10. Students are encouraged to have the results of the drug screen sent to the School as early as possible to avoid any disruption of course enrollment. Drug screens that are not received in a timely manner by the School of Nursing may result in the student's removal from the clinical site and any clinical days lost by the student will be made up by the student at the convenience of the clinical site and supervising faculty.
11. Faculty members are encouraged to have the results of the drug screen sent to the School as early as possible to avoid any disruption of course scheduling.
12. The students and faculty members are responsible for the cost of all drug screenings.
13. If a student refuses to submit to a drug screen, the student's enrollment in the School will be withdrawn. The Office of Student Affairs will be notified.
14. If a faculty member refuses to submit to a drug screen, the faculty member is subject to discipline.
15. Various clinical sites may require additional drug screenings and if a student or faculty member is placed with such a clinical site, the student or faculty member may be required to undergo additional drug screenings and screenings for other substances after the initial drug screening. Generally, one initial drug screening will be sufficient for the clinical sites. In addition, various clinical sites may impose random drug screens upon students and faculty. However, the cost of such random drug screens shall be borne by the clinical site.
16. If the student's drug screen is negative, the student may commence all clinical assignments. If the faculty member's drug screen is negative, the faculty member may supervise students at clinical sites.
17. If the student's drug screen is positive, the student will be notified by the Associate Dean for Academic Affairs as soon as possible and shall meet with the Associate Dean to discuss the positive drug screen. The Associate Dean shall provide a copy of the positive drug screen to the student. The student shall be allowed to respond to the Associate Dean concerning the drug screen and may request a second drug screen to be performed within 2 days of notification to the student. If possible, the second drug screen should test the remaining sample from the student. The Associate Dean has the discretion to allow a second drug screen with a new sample if the original remaining sample is no longer available or other circumstances warrant. The Associate Dean may consult with the clinical site concerning the positive drug screen.

The Associate Dean shall make a final decision if the student has violated this policy. If the policy has been violated, all clinical course enrollments within the School of Nursing shall be cancelled and at the discretion of the Associate Dean all didactic course enrollments may also be cancelled. The Associate Dean shall notify the Dean of Students of the violation. Thereafter, student shall not be allowed to re-enroll in any clinical course in the School of Nursing for a period of one year. The student may continue to enroll and attend other non-nursing courses within SIUE. The Associate Dean may request the student complete (at the student's cost) a chemical dependency evaluation and further treatment, if recommended by the assessment process, and any other additional stipulations. Additionally, the student will be encouraged to seek assistance to address the drug use and referred to SIUE Counseling Center or such other counseling as appropriate. The Associate Dean may report any positive drug screen to the SIUE Office of Student Affairs and the Illinois and Missouri State Boards of Nursing for information and possible action.

18. After one academic year, the student with a prior positive drug screen may apply for re-admission into the School of Nursing upon completion of all the stipulations imposed by the Associate Dean including a chemical dependency evaluation and further treatment, if recommended by the assessment process and a negative drug screen. The application for re-admission will be considered by the appropriate committee within the School of Nursing who shall make a recommendation on the re-admission decision to the Associate Dean. The Associate Dean shall have the discretion to admit or reject the student based on the Associate Dean's judgment whether this student can successfully complete the School of Nursing program. If the student is not satisfied with the Associate Dean's decision, the student may file a grievance pursuant to the SIUE Student Grievance Code.
19. If a faculty member's drug screen is positive, the faculty member will be notified by the faculty member's Chair as soon as possible and shall meet with the Chair to discuss the positive drug screen. The Chair shall provide a copy of the positive drug screen to the faculty member. The Chair shall notify the Dean of the finding. The faculty member shall be allowed to respond to the Chair concerning the drug screen and may request a second drug screen to be performed within 2 days of notification to the faculty member. If possible, the second drug screen should test the remaining sample from the faculty member. The Chair has the discretion to allow a second drug screen with a new sample if the original remaining sample is no longer available or other circumstances warrant. The Chair may consult with the clinical site concerning the positive drug screen. The Chair shall make a recommendation to the Dean whether the faculty member has violated this policy. If the policy has been violated, the faculty member shall not be allowed to supervise any students in any clinical sites and may be subject to discipline including termination as a result of the finding. The Chair shall notify the Provost of the violation. At the Dean's discretion, the faculty member may teach and perform other services within the School of Nursing. The Dean may request the faculty member complete (at the faculty member's

cost) a chemical dependency evaluation and further treatment, if recommended by the assessment process, and any other additional stipulations. Additionally, the faculty member will be encouraged to seek assistance to address the drug use and referred to Employee Assistance Program, the SIUE Counseling Center or such other counseling as appropriate. The Dean may report any positive drug screen to the Illinois and Missouri State Boards of Nursing for information and possible action.

20. After one year, the faculty member with a prior positive drug screen may be considered by the Dean, in consultation with the Chair, for one or more course assignments supervising students in clinical sites upon completion of all the stipulations imposed by the Dean including a chemical dependency evaluation and further treatment, if recommended by the assessment process and a negative drug screen. The Dean shall have the discretion to make such an assignment based upon the Dean's judgment whether the faculty member can successfully supervise students in a clinical setting. If the faculty member is not satisfied with the Dean's decision, the faculty member may file a grievance pursuant to the SIUE Faculty Grievance Procedure.
21. The School of Nursing or designee may retain documentation of the drug screen results and shall provide the copies of the screen to the student or faculty, upon request. However, the drug screen results shall not be retained by the School of Nursing as part of the student's or faculty member's permanent file.

Effective: January 1, 2005

Approval: Executive Committee 6/14/05
Marcia Maurer, Dean 6/16/05

APPENDIX H

POLICY FOR THE ILLICIT USE OF CONTROLLED SUBSTANCES, PRESCRIBED CONTROLLED SUBSTANCES, AND OVER-THE-COUNTER DRUGS

I POLICY

It is the policy of the School of Nursing and the Office of the Provost and Vice Chancellor for Academic Affairs that at all times during enrollment in clinical practicum courses students be both physically and mentally fit for the practice of nursing and free of the influence of drugs and/or alcohol. Any degree of impairment of a clinical practicum student due to controlled substances, whether illegal or prescribed, over-the-counter medications, or alcohol, compromises patient safety, violates professional ethical standards, and shall not be tolerated. All violations of this policy will be addressed in the School of Nursing, or, if appropriate, referred to the Office of the Vice Chancellor for Student Affairs for adjudication pursuant to the Student Conduct Code or other relevant procedures. Disciplinary sanctions, up to and including dismissal from the School of Nursing program and/or separation from Southern Illinois University Edwardsville, may be imposed upon any School of Nursing student found to be in violation of the law or policies relating to the unlawful possession, use, or distribution of drugs and/or alcohol, including impairment during a clinical practicum.

II DRUG SCREENING FOR CLINICAL PLACEMENT

Most clinical affiliates of the School of Nursing have policies that require clinical practicum students to submit to drug screening prior to or at any time during the clinical practicum. The screening may test for the presence of following substances and others:

- Amphetamines
- Barbiturates
- Benzodiazepines
- Cannabinoids
- Cocaine
- Ethanol
- Opiates (including Fentanyl, Sufentanil, Hydrocodone and Oxycontin)
- Phencyclidine

Costs for such screening are to be paid by the student or the clinical affiliate. The School of Nursing supports this requirement, where applicable, as a condition of the legal affiliation agreements executed between the School or its programs and the affiliate sites.

III USE OF PRESCRIBED AND/OR OVER-THE-COUNTER DRUGS

Any student enrolled in a clinical course and taking a prescribed or non-prescribed drug that falls within any of the drug classifications listed above must immediately notify, in writing, the Associate Dean for Academic Affairs regarding the medication taken and the expected duration of therapy. Participation in the clinical course experience shall be dependent upon the decision of the Department of Nursing at the clinical site to which the student is assigned. Should the clinical

site refuse to allow the student access to the clinical area, the School of Nursing will make a reasonable effort to relocate the student. Failure to comply with the notification requirement of this policy may result in dismissal from the program or other disciplinary action.

IV DRUG SCREENING FOR CAUSE

If reasonable suspicion exists during the period of enrollment in any clinical practicum course that a student is using or under the influence of drugs or alcohol use, abuse, or diversion, the student shall be subject to screening for drugs or alcohol. Reasonable suspicion, as determined by the School for Nursing or the clinical affiliate, shall be based on student behaviors, observed or reported, of objective, quantifiable symptoms, including but not limited to alcohol on breath, slurred speech, flushed face, dilated pupils, mood swings, motor incapacities, deterioration of academic or work performance, and/or absenteeism, that suggest impairment of a student's ability to meet standards of performance, competency, and safety in the clinical setting, office, or classroom due to the influence of a drug.

Procedure

This procedure is to be followed at the clinical site where a faculty member is present or where the student is under the direct or indirect supervision of a clinical representative. If a suspicious behavior, as defined above, is observed or reported, the following steps will be taken:

1. Remove the student from patient care.
2. Contact the Associate Dean for Academic Affairs in the School of Nursing. If unable to contact the Associate Dean directly, contact either the faculty member for the course, the Assistant Dean for the Undergraduate or Graduate Program as appropriate for the student, or the Department Chair.
3. Inform the student of the behavior or performance issue observed. This meeting with the student, to be conducted in a private and confidential setting, should be attended and observed by a second faculty member or clinical representative.
4. The student will be asked to disclose any alcohol or drugs (prescribed, illicit, or over-the-counter) which he/she may be taking.
5. Substance abuse screening, if necessary, will be done at the student's expense. The chain-of-custody screening process must be used.
6. If screening is available at the clinical facility, the faculty member/clinical representative will accompany the student to the appropriate location to conduct the drug screen or testing. If screening/testing is not available at the clinical facility, the faculty member/clinical representative will inform the student that he/she must be tested/screened with a urine test at an accredited health care agency, approved by the School of Nursing, within 5 hours of leaving the facility. A valid ID will be required at the testing site. The results of this testing must be provided to the School of Nursing Associate Dean's office as soon as the results are available.
7. If the student refuses testing or refuses to release the results to the School of Nursing, the result may be deemed a positive test and the student may be subject to immediate dismissal or other disciplinary action.

V DRUG SCREENING DOCUMENTATION PROCEDURE

When reasonable suspicion of drug is observed or reported, the faculty member or clinical representative will document, in writing, the behavior(s) or the performance issues/concerns observed. A detailed description of the observation should be provided, including dates, times and names of all parties involved. This written documentation should be collected by the faculty

member or faxed to the School of Nursing Associate Dean, with the original documentation then provided to the faculty member. All written documentation and drug testing results shall be treated confidentially and placed in the student's School of Nursing file and sent to the Office of the Provost and Vice Chancellor for Academic Affairs.

The Associate Dean for Academic Affairs in the School of Nursing will inform the student that he/she will be temporarily suspended from any clinical experience until the issues are resolved and approval is granted by the Associate Dean for Academic Affairs in the School of Nursing to resume clinical experiences. If the Drug Screen results are negative, and no further issues or questions remain to be addressed, the Associate Dean for Academic Affairs will approve an appropriate plan for the student to return to the clinical course. If the Drug Screen results are positive or if the student refuses to submit to the Drug Screen, the Associate Dean for Academic Affairs shall call for an official hearing in the School of Nursing.

VI SCHOOL OF NURSING HEARING PANEL

The Associate Dean for Academic Affairs in the School of Nursing shall appoint a hearing panel to be Chaired by the Assistant Dean consistent with the student's enrollment level (Undergraduate or Graduate Program). The voting members of the panel shall include four School of Nursing faculty members from the Professor and/or Associate Professor ranks, two faculty who regularly teach in clinical courses, and the Director of Recruitment, Admission, Progression and Retention in the School of Nursing. Members of the panel shall have access to all documentation relevant to the case.

A hearing shall be conducted within 15 days of receipt of a positive Drug Screen by the Associate Dean for Academic Affairs or of a refusal by a student to submit to a Drug Screen. The Hearing Panel will follow the School of Nursing Hearing Procedure, resulting in a written recommendation to the Associate Dean for Academic Affairs in the School of Nursing.

VII HEARING PANEL PROCEDURE

The Hearing shall be conducted in a manner to provide the student with all of the information contained in the charge(s) against him/her as well as the opportunity to address and provide evidence in response to the charge(s). The clinical course faculty member responsible for the student shall be present and will testify as well as other relevant individuals. The student may invite an Advocate to accompany him/her to the hearing. The student and Advocate may confer with each other, but only the student may speak directly to the Panel. After all parties acknowledge that they have been given ample opportunity to provide information to the Panel, the Panel will be allowed to ask all parties specific questions relative to the case under review. When the Panel members agree that they have no more questions, and the student, Advocate and other relevant parties agree that they have provided all of their desired evidence, they are dismissed from the room. The Panel may then deliberate in private and develop their recommendation(s).

Recommendation(s) will be sent to the Associate Dean for Academic Affairs in the School of Nursing by the Panel Chair no later than 7 days following the Hearing. Panel members having minority recommendations may forward them in writing to the Associate Dean for Academic Affairs in Nursing within the same timeframe.

VIII SANCTIONS AND/OR READMISSION

The Associate Dean for Academic Affairs in the School of Nursing shall inform the student and the Hearing Panel of the final decision. The student may be subject to disciplinary action which

may include suspension or dismissal from the School of Nursing and/or referral to the Office of the Provost and Vice Chancellor for Academic Affairs.

IX APPEAL OF THE DECISION

The student may appeal the final decision to the Dean of the School of Nursing. The appeal must be received, in writing, within 15 days of receipt of the final written decision from the Associate Dean for Academic Affairs. The Dean shall conduct a thorough administrative review of the facts of the appeal and issue a final decision on the appeal within 15 days. The decision of the Dean may be appealed to the Provost and Vice Chancellor for Academic Affairs

X RE-ADMISSION DRUG SCREENING

Applicants for re-admission to the School of Nursing programs following dismissal for violation of this policy must test negative in a secured re-admission drug screen test in order to qualify for admission to their program. Screening test results will be reviewed by the Associate Dean for Academic Affairs in the School of Nursing. At that point, the need for a formal Hearing in the School of Nursing, repeat testing, a decline in admission or re-admission, referral to the Provost and Vice Chancellor for Academic Affairs, or any other appropriate action will be determined.

Approved by faculty in SON: May 7, 2007

APPENDIX I

SOUTHERN ILLINOIS UNIVERSITY EDWARDSVILLE SCHOOL OF NURSING

BACKGROUND CHECKS OF STUDENTS AND FACULTY

- I. The SIUE School of Nursing (“School”) includes as part of its curriculum student learning experiences at various clinical affiliates in Illinois and Missouri. The clinical affiliates require background checks of SIUE students before the students can enter the clinical site and perform the duties of a nursing student. Faculty of the School are also subject to a background check before entering the clinical site. Additionally, the Joint Commission on Accreditation of Healthcare Organizations recommends that students and faculty be subject to the same screenings as staff who provide care, treatment and services.

Therefore, as part of its admission process, the School is requiring background checks including criminal background checks for all of its students. The same checks shall be completed for faculty supervising all clinical sites. All incoming graduate and undergraduate students and faculty entering the School must complete the attached Authorization for Release of Information form consenting to the background check. Only those students with a background check demonstrating backgrounds in compliance with this policy will be fully admitted into the School. Only those faculty with a background check demonstrating backgrounds in compliance with this policy will be allowed to supervise students in clinical affiliates. The check shall be minimally intrusive, but may include checks for offenses or other matters, as required by the clinical sites, not specifically included in this policy.

- II. Students should be aware that many health care employers require all job applicants to complete a background check before beginning their employment. Additionally, all students taking the National Council Licensure Examination (“NCLEX”) must complete a background check and most states require background checks for licensure as a nurse.
- III. The background check will include the following checks:
1. Criminal convictions, guilty pleas, pleas of no contest and probation for misdemeanors and felonies;
 2. The Employee Disqualification List maintained by the State of Missouri Department of Health and Senior Services;
 3. The Complaint List maintained by the Missouri Department of Social Services;
 4. The Exclusion list maintained by the United States Office of Inspector General; and
 5. Other lists maintained by federal or State governmental entities as required by the individual clinical affiliate.
- IV. As part of the admission process into the School, the student must complete the attached Authorization for Release of Information form consenting to the background check. Students will be responsible for all costs relating to the background check.
- V. Faculty must also complete the attached Authorization for Release of Information form consenting to the background check. Faculty will be responsible for all costs relating to the background check.
- VI. Students and faculty must disclose each State in which they have resided for the last ten (10) years. With respect to Students and faculty less than 28 years of age, the student and

faculty need only disclose the States in which they have resided since they attained 18 years of age. Generally, the School will only consider criminal convictions which have occurred within the last ten (10) years, but depending on the nature and number of the convictions and other factors, may consider and take action based on convictions more than ten (10) years old.

- VII. Generally, two background checks will be sufficient for the student's tenure in the School: the first check must be completed upon conditional admission into the School before beginning any clinical experience; and the second check must be completed for all students taking the NCLEX. With respect to faculty, one background check should be sufficient for the duration of the faculty member's employment with the School. However, if a clinical affiliate requires an updated check or an additional check not included in the original check, the Students and faculty shall be subject to the additional check before entering the clinical affiliate.
- VIII. With respect to students, if a background check demonstrates a finding of a positive criminal disposition described in this policy, the Associate Dean for Academic Affairs shall notify the student and provide the student with a copy of the finding. Following notification, the Associate Dean shall meet and discuss the finding with the student. The student shall have the opportunity to present information to the Associate Dean relating to the finding. Within fifteen (15) days, the Associate Dean shall make a decision whether the finding precludes the student from admission into the School. In reaching this decision, the Associate Dean may consult with its clinical affiliates. If the student wishes to appeal the decision, the student may file a grievance pursuant to the Student Grievance Code.
- IX. With respect to faculty, if a background check demonstrates a finding of a positive criminal disposition described in this policy, the Chair of the faculty member's department shall notify the faculty member and provide the faculty member with a copy of the finding. Following notification, the Chair shall meet and discuss the finding with the faculty member. The faculty member shall have the opportunity to present information to the Chair relating to the finding. Within fifteen (15) days, the Chair shall make a decision whether the finding precludes the faculty from entering the clinical site. In reaching this decision, the Chair may consult with the School of Nursing's clinical affiliates and the Dean. The finding may impact the faculty member's employment with the School of Nursing. If the faculty member wishes to appeal the decision, the faculty member may file a grievance pursuant to the Faculty Grievance Procedure.

4. Record Retention

The background check documentation provided to the School of Nursing may be retained by the School of Nursing and shall provide copies of the documentation to the student or faculty member. However, the documentation shall not be retained by the School of Nursing as part of the student's or faculty member's permanent file.

X. Criminal Convictions which will Disqualify the Student

This list constitutes the criminal offenses in Missouri and Illinois for which students and faculty may be disqualified from participation in clinical experiences or other direct patient care. There may be additional federal or state and criminal offenses which disqualify students not specifically included in this list.

Missouri State Criminal Offenses

Chapter 565

Offenses Against the Person

Sections:

- 565.020 First degree murder, penalty-person under sixteen years of age not to receive death penalty.
- 565.021 Second degree murder, penalty
- 565.023 Voluntary manslaughter penalty-under influence of sudden passion, defendant's burden to inject
- 565.024 Involuntary manslaughter, penalty
- 565.050 Assault first degree, penalty
- 565.060 Assault, second degree, penalty
- 565.065 Unlawful endangerment of another, penalty
- 565.070 Assault in the third degree
- 565.072 Domestic assault first degree—penalty
- 565.073 Domestic assault second degree-penalty
- 565.074 Domestic assault third degree-penalty
- 565.075 Assault while on school property, penalty
- 565.081 Assault of a law enforcement officer or emergency personnel in the first degree, definition, penalty
- 565.082 Assault of a law enforcement officer or emergency personnel in the second degree, definition, penalty
- 565.083 Assault of a law enforcement officer or emergency personnel in the third degree, definition, penalty
- 565.084 Tampering with a judicial officer, penalty
- 565.090 Harassment
- 565.092 Aggravated harassment of an employee-penalty
- 565.100 Lack of consent in kidnapping and crimes involving restraint
- 565.110 Kidnapping
- 565.120 Felonious restraint
- 565.130 False imprisonment
- 565.150 Interference with custody—penalty
- 565.153 Parental kidnapping—penalty
- 565.156 Child abduction—penalty
- 565.165 Assisting in child abduction or parental kidnapping-penalty
- 565.180 Elder abuse in the first degree-penalty
- 565.182 Elder abuse in the second degree-penalty
- 565.184 Elder abuse in the third degree-penalty
- 565.188 Report of elder abuse, penalty-false report, penalty-evidence of prior convictions
- 565.200 Skilled nursing facility residents, sexual contact or intercourse with, penalties-consent not a defense
- 565.225 Crime of stalking-definitions-penalties
- 565.252 Invasion of privacy, first degree, penalty
- 565.253 Crime of invasion of privacy, second degree, penalties
- 565.300 Infant's protection act—definitions—crime of infanticide—penalty-exception-application of law
- 565.350 Tampering with a prescription or a drug prescription order, crime

Chapter 566

Sexual Offenses

Sections:

- 566.030 Forcible rape and attempted forcible rape, penalties
- 566.032 Statutory rape, first degree, penalties
- 566.034 Statutory rape, second degree, penalty
- 566.040 Sexual assault penalties
- 566.060 Forcible sodomy, penalties
- 566.062 Statutory sodomy, first degree, penalties
- 566.064 Statutory sodomy, second degree, penalty
- 566.067 Child molestation first degree, penalties
- 566.068 Child molestation, second degree, penalties
- 566.070 Deviate sexual assault penalty
- 566.083 Sexual misconduct involving a child, penalty
- 566.090 Sexual misconduct first degree, penalties
- 566.093 Sexual misconduct, second degree, penalties
- 566.095 Sexual misconduct, third degree, penalty
- 566.100 Sexual abuse, penalties
- 566.111 Unlawful sex with an animal, penalties treatment
- 566.145 Sexual contact with an inmate, penalty-consent not a defense
- 566.151 Enticement of a child, penalties

Chapter 569

Robbery. Arson. Burglary and Related Offenses

Sections:

- 569.020 Robbery in the first degree
- 569.025 Pharmacy robbery in the first degree, definitions, penalty
- 569.030 Robbery in the second degree
- 569.035 Pharmacy robbery in the second degree, definitions, penalty
- 569.040 Arson in the first degree
- 569.050 Arson in the second degree
- 569.055 Knowingly burning or exploding
- 569.060 Reckless burning or exploding
- 569.065 Negligent burning or exploding
- 569.067 Fire, negligence in setting or allowing to escape on cropland grassland, marsh, prairie, woodland
- 569.070 Causing catastrophe
- 569.072 Water contamination, penalty
- 569.080 Tampering in the first degree
- 569.090 Tampering in the second degree
- 569.095 Tampering with computer data, penalties
- 569.097 Tampering with computer equipment, penalties
- 569.099 Tampering with computer users, penalties
- 569.100 Property damage in the first degree
- 569.120 Property damage in the second degree
- 569.140 Trespass in the first degree
- 569.150 Trespass in the second degree

- 569.155 Trespass of a school bus, penalty—schools to establish student behavior policy, when
- 569.160 *Burglary in the first degree
- 569.170 Burglary in the second degree
- 569.180 Possession of burglar's tools

Chapter 198

Convalescent. Nursing and Boarding Homes

Sections:

- 198.070.3 Abuse or neglect of residents—reports, when, by whom—contents of report—failure to report. penalty--investigation. referral of complaint removal of resident—confidentiality of report—immunity exception—prohibition against retaliation—penalty—employee list-self-reporting of incidents, investigations, when

Chapter 568

Offenses Against the Family

Sections:

- 568.020 Incest

Chapter 210

Child Protection and Reformation

Sections:

- 210.900 Definitions
- 210.903 Family care safety registry and access line established, contents
- 210.906 Registration form, contents—violation, penalty—fees—voluntary
- 210.909 Department duties-information included in registry, when registration, notification
- 210.912 Right to appeal, procedure
- 210.915 Departmental collaboration on registry information-rulemaking authority
- 210.918 Toll-free telephone service maintained for access to information
- 210.921 Release of registry information, when-limitations of disclosure-immunity from liability, when
- 210.922 Use of registry information by certain departments, when
- 210.924 Rulemaking authority
- 210.927 Annual report, when, contents
- 210.930 Report to general assembly, when, content
- 210.933 Registration qualifies as compliance with other background check requirements, elder-care workers, when
- 210.936 Registry information deemed public record

2. Illinois State Criminal Offenses

State of Illinois Criminal Code of 1961 (720 ILCS 5)

Sections:

- 8-1.1 Solicitation of Murder
- 8-1.2 Solicitation of Murder for Hire
- 9-1 First Degree Murder
- 9-1.2 Intentional Homicide of an Unborn Child
- 9-2 Second Degree Murder
- 9-2.1 Involuntary Manslaughter of an Unborn child
- 9-3 Involuntary Manslaughter and Reckless Homicide
- 9-3.1 Concealment of Homicidal Death
- 9-3.2 Involuntary Manslaughter and Reckless Homicide of an Unborn Child
- 9-3.3 Drug Induced Homicide
- 10-1 Kidnapping
- 10-2 Aggravated Kidnapping
- 10-3 Unlawful Restraint
- 10-3.1 Aggravated Unlawful Restraint
- 10-4 Forcible Detention
- 10-5 Child Abduction
- 10-7 Aiding and Abetting Child Abduction
- 11-6 Indecent Solicitation of a Child
- 11-9.1 Sexual Exploitation of a Child
- 11-19.2 Exploitation of a Child
- 11-20.1 Child Pornography
- 12-1 Assault
- 12-2 Aggravated Assault
- 12-3 Battery
- 12-3.1 Battery of an Unborn child
- 12-3.2 Domestic Battery
- 12-3.3 Aggravated Domestic Battery
- 12-4 Aggravated Battery
- 12-4.1 Heinous Battery
- 12-4.2 Aggravated Battery w/ Firearm
- 12-4.2-5 Aggravated Battery w/ Machine Gun or Silenced Weapon
- 12-4.3 Aggravated Battery of a Child
- 12-4.4 Aggravated Battery - unborn child
- 12-4.5 Tampering with Foods, Drugs or Cosmetics
- 12-4.6 Aggravated Battery of a Senior Citizen
- 12-4.7 Drug Induced Infliction of Great Bodily Harm
- 12-7.4 Aggravated Stalking
- 12-11 Home Invasion
- 12-13 Criminal Sexual Assault
- 12-14 Aggravated Criminal Sexual Assault
- 12-14.1 Predatory Criminal Sexual Assault of a Child
- 12-15 Criminal Sexual Abuse
- 12-16 Aggravated Criminal Sexual Abuse
- 12-19 Abuse and Criminal Neglect of Long-Term Care Facility Resident
- 12-21 Criminal Abuse or Neglect of an Elderly or Person w/ Disability
- 12-21.6 Endangering Life or Health of Child
- 12-32 Ritual Mutilation
- 12-33 Ritualized Abuse of Child
- 16-1 Theft

- 16-1.3 Financial Exploitation of an Elderly or Person w/ Disability
- 16-2 Theft of Lost or Mislaid Property
- 16A-3 Retail Theft
- 16G-15 Financial Identity Theft
- 16G-20 Aggravated Financial Identity Theft
- 17-3 Forgery
- 18-1 Robbery
- 18-2 Armed Robbery
- 18-3 Vehicular Hijacking
- 18-4 Aggravated Vehicular Hijacking
- 18-5 Aggravated Robbery
- 19-1 Burglary
- 19-3 Residential Burglary
- 19-4 Criminal Trespass to a Residence
- 20-1 Arson
- 20-1.1 Aggravated Arson
- 20-1.2 Residential Arson
- 24-1 Unlawful Use of Weapon
- 24-1.1 Unlawful Use or Possession of Weapon - Felon or Persons in Custody
- 24-1.2 Aggravated Discharge of Firearm
- 24-1.2-5 Aggravated Discharge of Machine Gun or Silenced Weapon
- 24-1.5 Reckless Discharge of Firearm
- 24-1.6 Aggravated Unlawful Use of a Weapon
- 24-3.2 Unlawful Discharge of Firearm Projectiles
- 24-3.3 Unlawful Sale or Delivery of Firearms on School Premises
- 33A-2 Armed Violence

Wrongs to Children Act (720 ILCS 150)

Section

- 5.1 Permitting Sexual Abuse of a Child

Criminal Jurisprudence Act (50 ILCS 735) (Repealed)

Cannabis Control Act (720 ILCS 550)

Sections

- 5 Manufacture or Delivery of Cannabis
- 5.1 Cannabis Trafficking
- 5.2 Delivery of Cannabis on School Grounds
- 7 Persons Under 18 Years of Age-Delivery
- 9 Calculated Criminal Cannabis Conspiracy

Illinois Controlled Substances Act (720 ILCS 570)

Sections

- 401 Manufacture or Delivery Unauthorized by Act
- 402 Possession Unauthorized by Act
- 401.1 Controlled Substance Trafficking

- 404 Look-Alike Substances
- 405 Calculated Criminal Drug Conspiracy
- 405.1 Criminal Drug Conspiracy
- 407 Delivery of Controlled, Counterfeit or Look-Alike Substances
- 407.1 Persons 18 or older using, Engaging or Employing Persons Under 18 to Deliver Controlled, Counterfeit or Look-Alike Substances (unless the applicant or employee obtains a waiver pursuant to Section 40).

Illinois Credit Card and Debit Card Act (720 ILCS 250)

Sections

- 4 Receiving Card of Another
- 5 Receiving Lost or Mislaid Card
- 6 Sale or Purchase of Card without Issuer's Consent
- 8 Prohibited Uses
- 17.02 Fraudulent Use of Electronic Transmission

Nursing and Advanced Practice Nursing Act (225 ILCS 65)

Section

- 10-5 Prohibited Acts

Effective: January 1, 2005

Approval: Executive Committee 6/14/05
Marcia Maurer, Dean 6/16/05

APPENDIX J

SOUTHERN ILLINOIS UNIVERSITY EDWARDSVILLE SCHOOL OF NURSING

Minimum Technical Standards Policy for Admission and Matriculation

The SIUE School of Nursing is mindful of the unique nature of the nursing curriculum, in that students admitted to the SIUE School of Nursing must meet both academic and performance requirements. In addition to the academic requirements, nursing students must, with or without reasonable accommodation, satisfy performance standards described below. Academic requirements are described in the Graduate and Undergraduate University Catalogs and the Student Handbooks. Applicants must possess the skills and abilities that will allow them to successfully complete the course of study and receive the full benefit of the education. In the process, the student is required to perform and supervise nursing care to patients including treatments. The School of Nursing has the responsibility of ensuring patient safety. This includes the timely and safe completion of nursing care including treatments which may take place under emergency conditions. With this in mind, the student must be able to meet the designated technical standards.

COMPETENCIES AND PERFORMANCE STANDARDS

Cognitive: Must be able to measure, calculate, memorize, analyze, reason, integrate, and synthesize. Must be able to comprehend three dimensional spatial relationships and read and understand graphs of various sizes and types. Must have critical thinking ability sufficient to exercise sound judgment and problem solving in a timely manner.

Examples of Necessary Activities include but are not limited to: Identify cause-effect relationships in clinical situations, predict outcomes, and interpret situational contexts. Reasoning skills sufficient to perform deductive/inductive thinking for nursing decisions. Ability to set and reorganize priorities based on changes in patient condition.

Communication and Interpersonal Relationships: This requires facility in reading, writing, speaking, understanding and using English in a facile and timely way that ensures appropriate care and patient safety. Communication abilities sufficient for effective and sensitive interaction with individuals, families, other professionals, and groups from a variety of social, emotional, cultural, and intellectual backgrounds in both verbal and written English. Must be able to convey or exchange information at a level allowing development of a health history, identify problems presented, explain treatment options and alternative solutions, answer questions and give directions during treatment and post-treatment. Ability to operate information technology systems. Establish rapport with clients and colleagues. Work cooperatively on interdisciplinary health team. Accept constructive feedback on performance.

Examples of Necessary Activities include but are not limited to: Explain treatment procedures, initiate health teaching, document and interpret nursing actions, interventions, and client responses. Interview patients, take verbal orders,

understand emergency verbal information, and act promptly. Communicate effectively with each member of the interdisciplinary team. Must be able to retrieve information from texts and lectures and to communicate concepts on written exams, patient documentation systems, and in patient charts.

Motor Skills: Physical abilities and gross and fine motor skills sufficient to provide safe and effective nursing care. Mobility sufficient to move from room to room, maneuver in small places, and to access all clinical sites.

Examples of Necessary Activities include but are not limited to: Gross and fine motor skills sufficient to provide the full range of safe and effective nursing care activities such as transfer a patient from bed to chair or from stretcher to bed in different positions/situations and perform basic life support including cardiopulmonary resuscitation. Ability to position clients, obtain and process specimens. Move about in densely occupied locations, such as patient rooms, work spaces, and treatment areas. Fine motor skills sufficient to perform manual psychomotor skills such as inserting intravenous catheters, drawing up medications into a syringe, administering subcutaneous medications. The ability to calibrate instruments, operate equipment, prepare and administer medications.

Physical Endurance and Strength: Physical stamina sufficient to perform client care activities for entire length of work role time. Physical strength sufficient to perform full range of required client care activities.

Examples of Necessary Activities include but are not limited to: Ability to remain on feet for a prolonged period of time, ability to stay alert for the full length of the shift (8 to 12 hours). Ability to lift heavy weights in excess of 20 pounds, ability to assist patients of varying weight to move.

Hearing: Auditory ability sufficient for accurate observation, assessment and therapeutic interactions and actions necessary in nursing care.

Examples of Necessary Activities include but are not limited to: Auditory ability sufficient for physical monitoring and assessment of client health care needs. Ability to promptly detect and distinguish alarms, emergency signals, verbal orders, cries for help, and auscultatory sounds and act appropriately.

Visual: Visual ability sufficient for accurate observation, assessment, therapeutic interactions and treatment necessary in nursing care. Must act on visual cues in a timely manner.

Examples of Necessary Activities include but are not limited to: In a timely manner, accurately read graphs, scales, computer screens, oscilloscopes, and use microscopes. Observe client responses. Prepare and administer medications. Recognize emergency signals.

Tactile: Tactile ability sufficient for physical monitoring and assessment of health care needs.

Examples of Necessary Activities include but are not limited to: Perform palpitation, detect heat and cold, perform physical examination and therapeutic interventions, e.g., insertion of a catheter, administration of medications.

Smell: Olfactory ability sufficient to detect significant environmental client odors.

Examples of Necessary Activities include but are not limited to: Detect odor of wound infection, lower gastrointestinal bleeding, fire, etc.

Emotional Stability: Emotional health sufficient to fully use his/her intellectual abilities, the exercise of good judgment, the prompt completion of all responsibilities attendant to the diagnosis and care of patients, and the development of mature, sensitive and effective relationships with patients. Assume responsibility/accountability for actions.

Examples of Necessary Activities include but are not limited to: Capacity to develop mature, sensitive, and effective therapeutic relationships with patients. Must be able to function effectively under stress. Must tolerate physically taxing workloads. Must be able to function in the face of uncertainty inherent in the clinical problems of patients. Must expect to accept criticism and respond by appropriate modification of behavior. Must demonstrate ethical behavior including adherence to the Professional Nursing and Student Honor Code.

Other Essential Behavioral Attributes: Abilities to engage in activities consistent with safe nursing practice without demonstrated behaviors of addiction to, abuse of, or dependence on alcohol or other drugs that may impair judgment. The student must demonstrate responsibility and accountability for actions as a student in the School of Nursing and as a developing professional nurse.

Policy and Procedure: It is the responsibility of the student to notify the Assistant Dean of Undergraduate Programs or the Assistant Dean of the Graduate Program in the School of Nursing of any existing disability, either physical or otherwise. Such disclosure is necessary before any accommodations may be made in the learning environment or in School of Nursing policies and procedures. Information about disabilities is handled in a confidential manner.

It is the policy of the School of Nursing to comply with federal and state guidelines regarding students with disabilities so they can meet these required performance standards. Whether or not a requested accommodation is reasonable will be determined on an individual basis. Students should submit any requests for accommodations in writing prior to admission, allowing sufficient time for action on these requests. If a student becomes disabled after admission, the student should submit the request as soon as possible after admission. Written documentation of the disability that a student discloses must be provided. Determining what is reasonable accommodation is an interactive process that the student should initiate with the School of Nursing. The School of Nursing will provide reasonable accommodations, but is not required to make modifications that would fundamentally alter the nature of the program or provide

auxiliary aids that would present an undue burden to the School of Nursing or our cooperating agencies. Accommodations cannot violate patient confidentiality or safety standards.

All professional nursing students must be able to actively participate in clinical practice. Any disability that precludes full and active participation in providing complete nursing care to clients may result in failure in clinical courses. All incoming students are required to read and sign this that they fully understand the Competencies and Performance Standards for the School of Nursing. Failure to meet these basic competencies will result in clinical failure.

Approved by the School of Nursing Faculty March, 2001

Certification: I certify that I have read the **Minimal Technical Standards Policy for Admission and Matriculation** of the School of Nursing and understand that as part of the School of Nursing curriculum I will be required to meet all of the above stated technical standards with or without reasonable accommodation.

Check one and sign.

_____ I do not have any disability that requires accommodation.

_____ I have a disability that will require accommodation (Please see the Assistant Dean of Undergraduate Programs or the Assistant Dean of the Graduate Program for further procedures).

Date: _____ Print Name: _____

Applicant's Signature: _____

Directions: Please sign and return this form immediately together with your application to the School of Nursing to:

Southern Illinois University Edwardsville
School of Nursing
Box 1066
Edwardsville, Illinois 62026

Attn: Academic Advising Center

11/29/00

APPENDIX K

CREDIT FOR PRIOR LEARNING

Purpose:

The purpose of this proposal is to establish a policy and process for responding to students' requests for credit for prior learning. There is need for a formal and consistent process for responding to these requests. To this point, there has been an ad hoc procedure of responding to students' requests. An umbrella policy establishing a process for responding to students' requests would cover the accelerated student who requests credit for similar and/or comparable courses in their initial baccalaureate curriculum; the traditional student who brings previous formal course work and work experience requests credit for what is viewed as similar content in required courses; and for the RN/BS applicants who have graduated from their basic associate degree program more than five years ago. (Applicants within the five year time frame are covered by the policies of the Illinois Articulation Initiative.)

Establishing an umbrella policy to award credit for prior learning fits with the mission statements of the School of Nursing.

- Curiosity to learn through engaging student in scholarship of inquiry and practice and dissemination thereof – applicants for waiver of course requirements through a credit for prior learning process would have to demonstrate how their request meets course and curriculum objectives.
- Life long learning through commitment to the advancement of the nursing profession – the school would acknowledge that students bring various experiences with them; providing an avenue to request credit for those experiences is one way to support this mission statement.

Acknowledging the learning background of adults is to acknowledge the transformative process of learning, especially for adult students. For adults, placing an emphasis on the learning that has occurred through their formal education and through their experience is the pedagogical definition of adult learning (Usher, 1997). While there is no definitive theory of adult learning, there are principles generally believed to facilitate adults in their pursuit of learning. Among these principles are those that view the adult as seeking learning experiences at particular transitions in their life; be they personal, work related and/or professional. Another of the accepted principles is that the teacher assumes more the role of mentor/ colleague and facilitator of learning rather than the commonly accepted pedagogical approach of working with children as the repository of knowledge. It is acknowledged by those working with adults that credibility of teaching is much better once the experience and knowledge base of the learner is appreciated. A final principle, particularly relevant to this proposal, is that adults come to the learning experience with clear goals of what they want to accomplish. They are more challenged when the experience can be problem based and seen to have some immediacy of application to the current situation (Usher, 1997; Brookfield, 1986).

Incorporating the school's choice of the learner centered paradigm as the preferred approach to teaching and learning is particularly salient to this proposal. Learning is a transformative experience. As such the student needs to take from the encounter, not only an understanding of the content, but also some understanding of how they know the

content. Assessment of an applicant's request for credit is a formative process. Through the experience of gathering and presenting information to justify the request for credit, the applicant is forced to assess that information in relation to course objectives. The outcome of the process is twofold, the applicant will have reviewed their understanding and knowledge relative to stated course objectives, she/he will have gained insight into areas of deficit (Weimer, 2002). The importance of the learning paradigm to student learning is neatly summarized by Tagg (2003):

Where the Instruction paradigm highlights formal processes, the Learning paradigm emphasizes results or outcomes. Where the Instruction paradigm creates atomistic structures, the learning paradigm creates holistic ones. Where the instruction paradigm attends to classes, the learning paradigm attends to students (p. 31).

The support given to consider credit for prior learning by the foregoing statements is clear. In order to implement a learner centered paradigm, it is essential that first consideration be given to the outcomes that are expected. Creating a process that puts the emphasis in that direction will implement the principles of a learner centered model (Huba and Freed, 2000).

Proposal:

1. The student requesting consideration of credit for prior learning submits a letter, to the Assistant Dean for Undergraduate and Alternative Programs, at least 1 month prior to the semester in which the course is required. The letter of application from the RN/BS applicant to whom this policy applies will serve the purpose of the letter of request.
2. The Assistant Dean for Undergraduate and Alternative Programs will review the letter and determine if supporting documents are needed. Verification of course credit if that is appropriate, will be part of the review process.
3. Once the supporting materials are received in the office of the Assistant Dean for Undergraduate and Alternative Programs, they, along with the original request for consideration, a table showing the appropriate level and course objectives for the course being requested, will be sent to a faculty member for review of the request.
4. RN/BS applicants receive a detailed set of instructions for filing documents and statements that indicate the present level of professional development.
5. Expectations of faculty reviewer:
 - a. The faculty reviewer will evaluate the materials submitted and determine if the request for credit can be accommodated.
 - b. The reviewer will write a report delineating his/her decision including supporting rationale for the Assistant Dean for Undergraduate and Alternative Programs.
 - c. The decision for or against waiver will be filed in the student record; a letter notifying the student of the decision; and, the appropriate student advisor will be informed of the decision.

Process for the RN/BS applicant:

Currently RN/BS students who are more than five years beyond their associate degree preparation are required to take and pass three standardized examinations covering theoretical and clinical knowledge in three major areas of nursing practice. In a review of policies from ten schools of nursing in Illinois and the Midwest region, only one required standardized testing. SIUE, School of Nursing requests that standardized test requirements be dropped for the RN/BS students.

Proposal:

1. All RN/BS student will construct a professional portfolio in lieu of standardized testing.
2. RN students entering the School of Nursing will be required to begin the portfolio process. The guidelines in current use for portfolio development in the School of Nursing will be followed by the RN/BS students. Additionally, it will include at a minimum, a summary of previous education, any continuing education, any professional role responsibilities and any certifications (i.e., CPR, ACLS, etc).
3. Cite a critical incident that has set the person on a path toward the baccalaureate. Upon reflecting on the incident, the applicant will provide the context for the incident; how they were challenged to learn and change by the incident and finally what overall goals there are for changing professional status. Questions to facilitate reflection include:
 - a. Did you have concerns/questions about the moral/ethical dimensions of the situation/incident?
 - b. Was your knowledge base sufficient to understand the situation/incident?
 - c. Was this situation/incident something that made you question your beliefs about yourself or your personal frame of reference?
 - d. How has the situation/incident influenced your consideration of the artful implementation of the requirements of your present position?

The rationale for the portfolio approach to credentialing the level of professional knowledge and experience is to demonstrate (1) the student's commitment to professional development; (2) a process for gathering evidence of writing and composition skill and (3) to serve as an introduction to the expectations of baccalaureate level education in nursing. These materials are submitted to the advisor for the RN/BS program. Once the file is complete, it will be reviewed by the Assistant Dean for Undergraduate and Alternative programs. The student receives a report of the review and decision. The report is placed in the student's folder.

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APPENDIX L

SENIOR ASSIGNMENT

Sophomore Year	Junior Year	Senior Year
Fall semester Begin portfolio in either 233/ 323 Contact with mentor 2-3 times/term Role of mentor <ul style="list-style-type: none">- introductions- provide help- advice re service- review portfolio/end of term Student choose service activity	Fall and Spring semesters Three critical incidents <ul style="list-style-type: none">- describe- reflection using Carper *15 hrs service work <ul style="list-style-type: none">- ideally service work contributes to critical incidents Portfolio work <ul style="list-style-type: none">- continue building- suggestions for material- review with mentor Expectations for relationship <ul style="list-style-type: none">- feedback on portfolio- facilitate development of a focus for interest and study- meet 2-3 times during term- help identify/ advise students re: academic difficulties	Fall semester Three critical incidents <ul style="list-style-type: none">- describe- reflection using Carper *15 hrs service work <ul style="list-style-type: none">- ideally service work contributes to critical incidents Portfolio work <ul style="list-style-type: none">- continue building- suggestions for material- review with mentor Expectations for relationship <ul style="list-style-type: none">- feedback on portfolio- facilitate development of a focus for interest and study- meet 2-3 times during term N 479 – follow guidelines with student <ul style="list-style-type: none">- issue grade for finished product/ submit grade to Assistant Dean One faculty member assigned to coordinate mentor responsibilities
Spring semester Three critical incidents <ul style="list-style-type: none">- describe- reflection using Carper *15 hrs service work <ul style="list-style-type: none">- ideally service work contributes to critical incidents Portfolio work <ul style="list-style-type: none">- continue building- suggestions for material- review with mentor Expectations for relationship <ul style="list-style-type: none">- feedback on portfolio- facilitate development of a focus for interest and study- help identify/ advise students re: academic difficulties- meet 2-3 times during term		Spring semester Same expectations as for fall term N 489 – follow guidelines with student <ul style="list-style-type: none">- issue grade for finished product- monitor presentation- submit grade

*The service commitment for RN/BS students is to be reduced from 15 hours per term of enrollment to (8 hours per term of enrollment) 4-8 hours; proportional to the number of credit hours taken per term of enrollment.

Approved: Faculty Council, April, 2008

SENIOR ASSIGNMENT BREAKDOWN

SRA Component	Student Activities/ Responsibilities	Faculty Activities/ Responsibilities
<p><u>Portfolio development</u></p> <ul style="list-style-type: none"> - “experimenting with participant learning portfolios...students demonstrate and document how far they’ve traveled in terms of their own histories as learners.” Brookfield, pg.65 - Explanation of the “Participant Learning Portfolio” Brookfield, pp. 104 – 106 - “concept of having students create learning portfolios is a natural extension of the idea of reflective writing.” Fink, pg. 118 - “central idea of learning portfolios is for students to reflect on a selected learning experience.” Fink, pg. 118 - “Figure 4.3 The Educational Value of Learning Portfolios” Fink, pg. 119 - “other activities can be used to develop student self assessment skills.....oldest and most effective involves the construction of a portfolio or collection of work selected and organized by the student.” Weimer, pg. 140 - “portfolios of student work are compatible with a learner-centered approach to teaching in which students use what they know to complete important tasks.” Huba & Freed, pg. 234 	<p>Develop initial portfolio as part of requirement for NURS 233 – Professionalism in Nursing</p> <p>Begin to focus on how formal learning expectations along with service learning contribute to professional knowledge and development.</p> <p>Maintain electronic copy of portfolio – share with faculty as appropriate</p> <p>Follow expected guidelines for portfolio development as a minimum requirement</p> <p>Demonstrate reflection in portfolio development</p>	<p>Provide direction for students in developing portfolio – explain the use of portfolio, experiential learning, learner centered paradigm, Carper’s model of nursing knowledge development</p> <p>Provide series of questions for students to use to help direct reflection on experiences</p> <p>Have students discuss the role of value and affective development as important components of professional development and how to demonstrate that through reflective writing in the portfolio.</p> <p>Faculty as mentors continue working with students on developing a deeper level of understanding through feedback about portfolio experiences.</p>

SRA Component	Student Activities/ Responsibilities	Faculty Activities/ Responsibilities
<p><u>Mentoring</u></p> <ul style="list-style-type: none"> - “what makes the difference is their willingness to care—about what they teach and whom. They know they exist as teachers only because of their students; they know they are part of a transaction, a relationship.” Daloz, pp. 18-19. - “Mentors, it seems, have something to do with growing up, with the development of identity.” Daloz, p. 19. - “Mentorship is a form of socialization for professional roles. It entails a relationship in which the mentor works closely with the protégé for purposes of teaching, guiding, supporting, and developing that individual. It is a ‘teaching strategy in which competencies of a scientific nature are promoted.’” Fuszard, p. 200. - “Roles are learned through the socialization process. Socialization may be viewed as ‘an interactional and reciprocal process in which the socialize (protégé) and socializer (mentor) are mutually influenced’.” Fuszard, p. 201. - Mentor is defined as “An experienced, competent practitioner in a clinical area who will work with (the student) on a one-to-one, day-to-day basis.” Palmer, Burns & Bulman, p. 36 - “we develop through relationships and our sense of “self” is best understood as a composite of many selves, each constructed out of the intercourse with our evolving worlds.” Mezirow & Associates, p. 115. 	<p>Make appointment to meet with assigned mentor early in career in the school – soon after assignment is made.</p> <p>Maintain contact with mentor through periodic discussions and reports either through formal or informal means.</p> <p>Submit portfolio to mentor for review and feedback in timely fashion and in accord with mentors assigned time.</p> <p>Realize the role that mentor plays in building relationships and in the socializing process of developing professional awareness.</p>	<p>Make contact with mentee following the assignment.</p> <p>Establish communication times and methods with mentee – as individuals and as part of a larger group.</p> <p>Read the portfolio – provide developmental/ formative guidance to the student.</p> <p>As students come to NURS 479 and 489, work with them to establish the final paper and presentation to meet University guidelines for the senior assignment.</p> <p>Provide copies of the final assignment to the school for archives.</p>

SRA Component	Student Activities/ Responsibilities	Faculty Activities/ Responsibilities
<p>Service commitment</p> <ul style="list-style-type: none"> - “Faculty report that the learn and serve experiences they have developed for their students have been and continue to be tremendous opportunities for students to learn by using their knowledge in service-oriented contexts.” Niagara University, pg. 87 - “identifies “four strands of pedagogical reform” that have transformative potential. They are 1) problem-based learning (PBL), 2) collaborative learning, 3) service learning, and 4) undergraduate research.” Tagg, pg. 164 - “students are required to participate in service and reflect on that service””service learning has emerged over time as a central component of the portfolio process” Tagg, p. 171 - “service communities usually provide a low level of teaching direction, with students expected to assume mostly an active learner role.” Tagg, p. 179. - “Service learning also places students in roles as participants in ongoing work, the meaning of which they must negotiate. When students write reflective journals or essays about their experience in the field – in internships, research, or service – they reify their formative meanings. And when they discuss those reflections, they participate in the ongoing negotiation of meaning.” Tagg, p. 259. 	<p>Review service opportunities available to them in the University’s or personal communities.</p> <p>Discuss interests and options with the mentor or other faculty member.</p> <p>Choose service commitment – type of commitment and degree of commitment</p> <p>Reflect on the learning that takes place in the service opportunity using the expected framework for portfolio development.</p>	<p>Become knowledgeable about the concept of service learning.</p> <p>Assist mentees in making choices about the service commitment and degree of commitment.</p> <p>Facilitate student discussion of service learning in the portfolio materials. Provide formative responses to student reflections within the framework for the portfolio.</p>

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- Weimer, M. (2002). *Learner-centered teaching. Five key changes to practice*. San Francisco, CA: Jossey-Bass.

PORTFOLIO RUBRICS

General guidelines – each summary statement in the portfolio will meet the following set of guidelines – it is expected that within the narrative statement introducing the work of the semester – the writer will address how each of the different components of knowing was used – and will focus on the areas in which most development has occurred. The writer should make every effort to develop all areas of knowing, thus actively constructing their knowledge base; either through each semester, or within the span of an academic year and especially through the six semesters of work in the School of Nursing. Following the initial portfolio submission in NURS 233 or NURS 323, the student will work with the assigned mentor to develop and submit the portfolio each term.

<p>Patterns of Knowing</p> <p>Level II Objectives</p>	<p><u>Empirics</u> – based on the assumption that what is known is accessible through the physical senses, particularly seeing, touching, and hearing.</p>	<p><u>Ethics</u> – focused on matters of obligation; what ought to be done..goes beyond knowledge of the norms or ethical codes of nursing.. involves moment-to-moment judgments about what ought to be done, what is good and right, and what is responsible.</p>	<p><u>Personal</u> – concerns the inner experience of becoming a whole, aware, genuine self.. encompasses knowing one’s self and the self of others.</p>	<p>Aesthetics – art of nursing.. deep appreciation of the meaning of a situation.. calls forth inner creative resources that transform experience into what is not yet real, bringing to reality something that would not otherwise be possible.</p>
<p>Demonstrates an understanding of reasoning, problem solving and evidence based processes. (analytical reasoning)</p>	<p>A level of work = proposes an action plan to deal with deficit areas in patterns of knowing. B level of work = identifies areas of weakness in patterns of knowing and begins developing an action plan to address areas of need. C level of work = can identify areas of weakness in patterns of knowing. D level of work = unable to identify areas of need in personal/ professional patterns of knowing.</p>			
<p>Distinguishes between effective and ineffective communication using theory base. (communication)</p>	<p>A level of work = reflections on critical incidents show integration of patterns of knowing. B level of work = reflects on critical incidents; lacks a coherent pattern of thought. C level of work = describes critical incidents with some attempt at reflection. D level of work = describes critical incidents.</p>			
<p>Develops clarity in understanding role and identity of nursing as a profession. (role)</p>	<p>A level of work = forms an initial statement (framework) showing integration of patterns of knowing with School of Nursing framework. B level of work = shows the School of Nursing framework in personal statement about nursing. C level of work = writes a personal statement of belief about nursing.</p>			
<p>Subscribes to the values of the nursing profession. (role)</p>	<p>D level of work = unable to state a personal framework for nursing.</p>			

<p style="text-align: center;">Patterns of Knowing</p> <p>Level II Objectives</p>	<p><u>Empirics</u> – based on the assumption that what is known is accessible through the physical senses, particularly seeing, touching, and hearing.</p>	<p><u>Ethics</u> – focused on matters of obligation; what ought to be done. . goes beyond knowledge of the norms or ethical codes of nursing.. involves moment-to-moment judgments about what ought to be done, what is good and right, and what is responsible.</p>	<p><u>Personal</u> – concerns the inner experience of becoming a whole, aware, genuine self.. encompasses knowing one’s self and the self of others.</p>	<p>Aesthetics – art of nursing.. deep appreciation of the meaning of a situation.. calls forth inner creative resources that transform experience into what is not yet real, bringing to reality something that would not otherwise be possible.</p>
<p>Identifies the impact of human diversity on health. (human diversity)</p>	<p>A level of work = reflections show the integration of questions of patterns of knowing with level objective and professional development. B level of work = reflections discuss the roles of diversity and professional development. C level of work = reflections show an understanding for the role of diversity in professional practice. D level of work = reflections fail to demonstrate an appreciation for elements of diversity in professional practice.</p>			
<p>Identifies own personal values. (ethics)</p>	<p>A level of work = report of critical incidents shows active development of a valuing frame of reference. Describes efforts to determine source of valuing dissonance. B level of work = recognizes dissonance in personal and professional values. C level of work = states personal valuing system. D level of work = unable to discern need for development in valuing structure.</p>			

APPENDIX M

SOUTHERN ILLINOIS UNIVERSITY EDWARDSVILLE SCHOOL OF NURSING UNDERGRADUATE PROGRAM IN NURSING

RN/BS CURRICULUM PLAN

Student Name _____ ID _____

Program Starting Date _____ Contact _____

The RN to BS nursing courses are sequenced and scheduled for students to meet program outcomes. They are offered only at specified times throughout the year for a pre-determined number of students. Students are expected to follow their progression plan. Those who follow their progression plan are given priority for course enrollment. Prior to enrolling in the RN to BS program, students should carefully assess their ability to follow the plan. If students do not follow the progression plan and step out of the program or a course, they must notify the instructor of record and the RN to BS advisor. Once students step out of the progression plan, they will be allowed to re-enroll if and when classroom/clinical space is available. If curricular revisions occur while students have stepped out of their progression plan, they will be required to meet the revised program expectations.

Course #	Course Title	Credit	Transfer	Term offered	Term planned/ completed	Grade
240	Pathophysiology	4		Fall Summer		
323	Professionalism in Nursing	3	N/A	Fall		
335	Health Promotion & Assessment	3		Spring		
472	Nursing Research	3		Spring		
475	Care of Populations	5		Summer Fall		
479	Senior Assignment I	1		Fall		
480	Professional Nursing Leadership	4		Fall Spring		
489	Senior Assignment II	2		Fall Spring		

I have read and understand the implications of the contract. I agree to follow my progression plan. If I step-out of the program or course, I will be allowed to re-enroll if and when the course is offered and space is available. If I re-enroll under these circumstances, I agree to meet the requirements and expectations of the curriculum in place at the time of re-entry.

Student Signature _____

Advisor Signature _____

Date _____

APPENDIX N
CURRICULUM GUIDES

Accelerated Option

Year 1

Fall

235	Professionalism in Nursing	3
240	Pathophysiology	4
241	Pharmacology & Nutrition	4
242	Pharmacology & Nutrition Lab	1
243	Foundations of Professional Practice	3
244	Health and Physical Assessment	3
245	Foundations and Physical Assessment Lab	<u>2</u>
		20

Spring

352	Care of Young & Middle-Aged Adults	5
353	Care of Older Age Adults	5
474	Care of Persons with Mental Health Needs	5
479	Senior Assignment	<u>1</u>
		16

Summer

354	Care of Women & Childbearing Families	5
355	Care of Children & Adolescents	5
472	Nursing Researchw/Mental Health Needs	<u>3</u>
		13

Year 2

Fall

475	Care of Populations	5
476	Care of Person w/Complex Health Needs	5
481	Nursing Leadership & Management	3
482	Transition to Professional Practice Role	4
489	Senior Assignment	<u>1</u>
		18

Total Hours for ABS Progression 67

Southern Illinois University Edwardsville
School of Nursing
 Traditional Undergraduate Curriculum Guide
 Option 1

Deadline to Apply is March 1

(Take HESI A2 Test)#
(Application Available 9/15)

<u>Freshman Level – Fall</u>		
▶ ENG 101	English Composition I	3
▶ SPC 103	Interpersonal Communication	3
▶ CHEM 120n	Nurs Princ of Gen, Organic, & Biol Chemistry ⇨	4
▶ CHEM 124n	Lab	1
▶ PSYC 111	Foundations of Psychology	3
BIO 111-N	Contemporary Biology	<u>3</u>
		17

Sophomore Level – Fall **(Enter Nursing Program)**

NURS 230	Terminology, Inquiry & Writing in Nursing	2
NURS 233	Professionalism in Nursing	3
NURS 234	Human Development-Life Span	3
BIO 240b	A&P II	4
STAT 107	Concepts of Statistics	3
PHIL 106	Critical Thinking (Logic)	<u>3</u>
or FL 106	Word Analysis	
or MATH 106	Deductive Reasoning & Problems Solving	18

Junior Level – Fall

NURS 352	Care of Young & Middle Age Adults	5
NURS 353	Care of Older Age Adults	5
Social Science Distribution Course +		3
IS 3XX	Any Interdisciplinary Course (Jr. status) +	<u>3</u>
		16

Senior Level – Fall

NURS 472	Nursing Research	3
NURS 474	Care of Person w/ Mental Health Needs	5
NURS 475	Care of Populations	5
NURS 479	Senior Assignment	<u>1</u>
		14

(Take HESI A2 Test)#
(Application Deadline 3/1)

<u>Freshman Level – Spring</u>		
▶ ENG 102	English Composition II	3
▶ BIO 250	Bacteriology	3
▶ BIO 240a	A&P I	4
▶ Intro to Social Science▷		3
Intro Fine Arts & Humanities		<u>3</u>
		16

Sophomore Level – Spring

NURS 240	Pathophysiology	4
NURS 241	Pharmacology/Nutrition	4
NURS 242	Pharmacology/Nutrition Lab	1
NURS 243	Foundations of Professional Practice	3
NURS 244	Health Assessment	3
NURS 245	Foundations & Physical Assessment Lab	<u>2</u>
		17

Junior Level – Spring

NURS 354	Care of Women & Childbearing Families	5
NURS 355	Care of Children & Adolescents	5
PHIL 320 or 321	Ethics or Medical Ethics	<u>3</u>
		13

Senior Level – Spring

NURS 481	Nursing Leadership & Management	3
NURS 482	Transition to Professional Practice Role	4
NURS 476	Care of Person w/ Complex Health Needs	5
NURS 489	Senior Assignment	<u>2</u>
		14

▶ Prerequisite courses must be completed by the end of the spring semester of the freshman year. Prerequisite GPA must meet or exceed 2.7 on 4.0 scale with a C or better in each course. Cumulative GPA (including all college courses) must meet or exceed 2.5 on a 4.0 scale

⇨ CHEM 120 Gen, Organic, & Biol. Chemistry requires a high school Chemistry course as a prerequisite.

▷ Intro to Social Science Requirement – choose from ANTH 111, ECON 111, GEOG 111, HIS 111, POLS 111 or SOC 111.

+ Courses that meet the University's Intro Fine Arts & Humanities, Social Science Distribution, Interdisciplinary Studies (IS) and International (II or IC) requirements can be viewed at www.siu.edu/registrar/genedguides.shtml (required for graduation).

.#HESI A2 test information is available at www.siu.edu/IS/TEST/Nursing. Deadline to take test is March 1.

Southern Illinois University Edwardsville
School of Nursing
 Traditional Undergraduate Curriculum Guide
 Option 2

Deadline to Apply is March 1

<u>Freshman Level – Fall</u> (Take HESI A2 Test)# (Apply to Nursing Program)*		<u>Freshman Level – Spring</u> (Take HESI A2 Test)# (Application Deadline 3/1)	
▶ ENG 101 English Composition I	3	▶ ENG 102 English Composition II	3
▶ SPC 103 Interpersonal Communication	3	▶ CHEM 120b Gen., Organic, & Biol. Chemistry	3
▶ CHEM 120a Gen., Organic, & Biol. Chemistry ⇨	3	▶ CHEM 124b Lab	1
▶ CHEM 124a Lab	1	▶ Intro to Social Science▷	3
▶ PSYC 111 Foundations of Psychology	3	▶ BIOL 250 Bacteriology	3
BIOL 111-N Contemporary Biology	<u>3</u>	▶ BIOL 240a Anatomy and Physiology I	<u>4</u>
	16		17
<u>Sophomore Level – Fall</u> (Enter Nursing Program)		<u>Sophomore Level – Spring</u>	
NURS 230 Terminology, Inquiry & Writing in Nursing	2	NURS 240 Pathophysiology	4
NURS 233 Professionalism in Nursing	3	NURS 241 Pharmacology/Nutrition	4
NURS 234 Human Development-Life Span	3	NURS 242 Pharmacology/Nutrition Lab	1
BIO 240b Anatomy and Physiology II	4	NURS 243 Foundations of Professional Practice	3
STAT 107 Concepts of Statistics	3	NURS 244 Health Assessment	3
PHIL 106 Critical Thinking (Logic)	<u>3</u>	NURS 245 Foundations & Physical Assessment Lab	<u>2</u>
or FL 106 Word Analysis			17
or MATH 106 Deductive Reasoning & Problem Solving	18		
<u>Junior Level – Fall</u>		<u>Junior Level – Spring</u>	
NURS 352 Care of Young & Middle Age Adults	5	NURS 354 Care of Women & Childbearing Families	5
NURS 353 Care of Older Age Adults	5	NURS 355 Care of Children & Adolescents	5
Social Science Distribution Course +	3	PHIL 320 or 321 Ethics or Medical Ethics	<u>3</u>
IS 3XX Any Interdisciplinary Course (Jr. status) +	<u>3</u>		13
	16		
<u>Senior Level – Fall</u>		<u>Senior Level – Spring</u>	
NURS 472 Nursing Research	3	NURS 481 Nursing Leadership & Management	3
NURS 474 Care of Person w/ Mental Health Needs	5	NURS 482 Transition to Professional Practice Role	4
NURS 475 Care of Populations	5	NURS 476 Care of Person w/ Complex Health Needs	5
NURS 479 Senior Assignment	1	NURS 489 Senior Assignment	<u>2</u>
Intro Fine Arts & Humanities +	<u>3</u>		14
	17		

▶ Prerequisite courses must be completed by the end of the spring semester of the freshman year. Prerequisite GPA must meet or exceed 2.7 on a 4.0 scale with a C or better in each course. Cumulative GPA (including all college courses) must meet or exceed 2.5 on a 4.0 scale.

⇨ CHEM 120 Gen., Organic, & Biol. Chemistry requires a high school Chemistry course as a prerequisite

▷ Intro to Social Science Requirement – choose from ANTH 111, ECON 111, GEOG 111, HIS 111, POLS 111 or SOC 111.

+Courses that meet the University's Intro Fine Arts & Humanities, Social Science Distribution, Interdisciplinary Studies (IS) and International (II or IC) requirements can be viewed at www.siu.edu/registrar/genedguides.shtml (required for graduation).

#HESI A2 test information is available at www.siu.edu/IS/TEST/Nursing. Deadline to take test is March 1.

APPENDIX O

**SOUTHERN ILLINOIS UNIVERSITY EDWARDSVILLE
SCHOOL OF NURSING**

Verification of Service

Date _____

_____ has performed _____ hours of
(student's name)

service for this agency on the following dates: _____.

Name of agency _____

(supervising/ reporting person's signature)

Date _____

Contact information:

(phone number/ e-mail contact)

Thank you for your work with this student. Please make comments as necessary below:

INDEX OF TOPICS

Academic Conduct.....	24
Academic Improvement	27
Academic Improvement Plan.....	47
Administrative Structure	16
Attendance	29
Baccalaureate Outcome Behaviors	44
Bulletin Boards and Email.....	50
Class Officers, Election of.....	56
Clinical Experiences, Assignment to.....	47
Commencement Ceremonies Policy	41
Computer Technology	50
Convocation	41
Course Fees	53
CPR Certification	36
Credit and Clock Hours	47
Credit For Prior Learning.....	App K
Criminal Background Check Policy	App I
Curricular Themes	43
Curriculum Guides.....	App N
Drug Dosage Calculations	48
Drug Screening Policy For New Students	App G
Equal Opportunity	50
Equipment, Damage to.....	53
Evaluation Policy	44
Exemption Form (Religious)	App B
Expenses (Estimated)	52
Faculty Contact Information.....	13
Financial Assistance	51
Grade Reports	46
Graduation Information	40
Guests or Children in the Classroom	52
Health Insurance	33
Health Mandates	33
Illicit Drug Use Policy.....	App H
Immunization Exemption (Legal College)	35
Important Names and Contact Information	17
Independent Study	32
Internet Courses	32
Introduction	6
Leave of Absence Policy (LOA)	28
Library Facilities.....	54
License (RN/BS)	41
Malpractice Insurance.....	36
Medical Exemption, Physician	App C
Minimum Technical Standards Policy for Admission and Matriculation.....	App J
Nursing Paradigm	11
Parking.....	54
Patient Confidentiality	33
Personal Safety During Clinical Nursing Experiences	App D
Phi Kappa Phi	56
Pregnancy Policy (See Temporary Disability)	35

Release Form	App A
Retention and Progression Standards.....	26
RN/BS Curriculum Plan	App M
School of Nursing Goals.....	10
School of Nursing Mission	10
Senior Assignment	App L
Sigma Theta Tau	56
SIUE Long Term Goals	9
Standard Precautions	App E
Standardized Examination Policy	44
Statement for Academic Integrity	App F
Statement on Diversity.....	9
Statement of Understanding.....	2
Student Addresses and Phone Numbers	53
Student-Advisor Conferences	50
Student Appeal Process	26
Student Conduct	24
Student/Dean’s Advisory Group	56
Student-Faculty Conferences	50
Student Grievance Procedure	25
Student Nurses Association	56
Student Organizations	56
Student Participation on School of Nursing Committees	39
Student Uniform Policy	37
Student Work Policy	32
Students’ Right of Access to Records	25
Style Manual for Nursing Papers	53
Temporary Disability	35
Transfer Policy	28
Transportation	36
Undergraduate Readmission Policies	29
Undergraduate Research Academy	53
University Health Service	35
University Mission.....	8
Verification of Service Form	App O

APPENDICES

- A... Release Form
- B... Immunization Exemption - Religious
- C... Physician’s Statement
- D... Personal Safety
- E... Standard Precautions
- F ... Statement for Academic Integrity
- G... Drug Screening Policy For New Students
- H... Illicit Drug Use Policy
- I.... Criminal Background Check Policy
- J.... Minimum Technical Standards Policy for Admission and Matriculation
- K... Credit For Prior Learning
- L ... Senior Assignment
- M.. RN/BS Curriculum Plan
- N...Curriculum Guides
- O... Verification of Service Form