Name:______________________________________________

SGSC Banner ID Number____________________

Date:__________________________________________
South Georgia State College (SGSC)

History
South Georgia State College was created by the Board of Regents of the University System of Georgia on January 8, 2013 from the consolidation of South Georgia College in Douglas, Ga. and Waycross College in Waycross, Ga. South Georgia State College, formed from the consolidation of South Georgia College and Waycross College on January 8, 2013, is a residential state college serving over 3,000 students.

VISION
South Georgia State College will be a student-centered institution that produces life-long learners well equipped to succeed in a diverse global society.

MISSION
South Georgia State College, a state college of the University System of Georgia, is a multi-campus, student-centered institution offering high-quality associate and select baccalaureate degree programs. The institution provides innovative teaching and learning experiences, a rich array of student activities and athletic programs, access to unique ecological sites, and residential options to create a diverse, globally focused, and supportive learning environment.
(Current Mission approved by the Board of Regents of the University System of Georgia May 8, 2012).

South Georgia State College (SGSC)
School of Nursing (SON)
Mission: The School of Nursing at SGSC prepares the entry-level generalist through the acquisition of knowledge and skills which promote health in the community, contribute to the professional and community life, and provide direct care to a diverse population. The nursing curriculum emphasizes competence, accountability, and legal and ethical standards in the practice of the profession. The mission of the RN-BSN program is to build on this education base and assist RNs in continuing their education to the next level by providing seamless academic progression.

Signature: ____________________________ Date: ________________
Accreditation
South Georgia State College is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award the associate and baccalaureate degree. Contact the Commission on Colleges
866 Southern Lane,
Decatur, Georgia 30033-4097
404.679.4500 for questions about the accreditation of South Georgia State College.

School of Nursing
The South Georgia State College School of Nursing continues full approval for the ASN program and Full approval for the RN-BSN nursing program
Georgia Board of Nursing,
237 Coliseum Drive
Macon, GA 31217-3858
478-207-2440

Accreditation Commission for Education in Nursing (ACEN)
South Georgia State College's School of Nursing ASN and RN-BSN programs are accredited by Accreditation Commission for Education in Nursing (ACEN).
3343 Peachtree Road NE, Suite 850,
Atlanta, GA 30326
404-975-5000

Signature: ____________________________ Date: ____________________
South Georgia State College - School of Nursing
Student Learning Outcomes (SLOs)

Bachelor of Science in Nursing:
1. Students will evaluate appropriate research findings in evidence-based nursing practice.
2. Students will integrate effective ethical written and oral communication as members of an interdisciplinary healthcare team.
3. Students will synthesize leadership concepts, skills, and decision making in order to provide oversight and accountability for the delivery of safe, quality care in a variety of healthcare settings.
4. Students will analyze reliable evidence from multiple perspectives to inform practice and make reasonable clinical judgments.
5. Students will integrate a variety of patient care technologies, information systems, and communication devices that support evidence-based nursing practice in a variety of healthcare settings.
6. Students will analyze knowledge of healthcare policy, finance, and regulatory environments including local, state, national, and global healthcare trends.
7. Students will manage the direct and indirect care of individuals, families, groups, communities, and populations to promote, maintain, and restore health.

Student learning outcomes are assessed by the following measures:
1. Written papers and oral presentations
2. Written examinations
3. Patient care plans
4. Simulated clinical examinations
5. Peer evaluations
6. Classroom projects
7. Clinical skills check offs for physical assessment and basic skill mastery
8. Clinical evaluation of student
9. HESI online assignment, specialty exams and exit exams which show evidence of decision making, priority setting and delegation activities.
10. Student self-evaluation
11. End of course classroom and clinical evaluation

Signature: __________________________ Date: ____________________
South Georgia State College
Philosophy for the School of Nursing

The SGSC School of Nursing is an integral part of the parent institution. The philosophy of the School of Nursing has evolved from the successful history and tradition of academic excellence in nursing education. It is congruent with the South Georgia State College mission statement, institutional goals, and general education learning outcomes. The School of Nursing’s purpose is to educate associate and bachelor’s degree nurses by providing an environment that promotes critical thinking, problem solving, accountability, self-evaluation and attainment of program outcomes. The SGSC nursing faculty adheres to the following beliefs:

The **Client** is viewed holistically with physical, emotional, intellectual, social, and spiritual needs. These needs, which are common to all human beings regardless of culture, race, and gender, exist through a person’s life span. The client is dynamic and adapts to perceived internal and external stressors. The client moves through progressive developmental stages in a sequential manner. Each client has basic needs which are hierarchically arranged and individually perceived.

The **American Nurses Association (ANA)** defines nursing as 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 clients, families, communities, and populations. The profession of nursing recognizes the political, economic, social and demographic impact on healthcare. Nursing emphasizes competence, accountability, and legal and ethical standards in the practice of its profession. Graduates from the School of Nursing are prepared to function as providers of care utilizing critical thinking, clinical competence, and accountability. In addition, there is a commitment to the value of caring as managers of healthcare delivery. Graduates work through collaboration, organization, delegation, accountability, and advocacy. They function as members of the interdisciplinary team and have a commitment to professional growth, evidence-based practice, and continuous lifelong learning. This program provides career mobility for the associate degree prepared registered nurse in the South Georgia area. Bachelor’s prepared graduates also serve as leaders, researchers, and community healthcare providers.

**Health** is defined by The World Health Organization as, “A state of complete physical, mental and social well-being and not merely the absence of disease or infirmity” (1946). Health and illness are on a continuum with clients having neither absolute health nor absolute illness. A client’s health status is dynamic with the potential for high level wellness, extremely poor health and/or death. A person’s perception of health is influenced by his culture, heredity, internal and external environments, and adaptive responses.

**Society** both influences and is influenced by its norms, values, members, institutions, and cultures. A society is composed of clients and groups who are in interdependent relationships. Society is influenced by environmental forces that affect the client’s rights, responsibilities, and modalities of the healthcare delivery system. The environment is an aggregate of all the conditions and influences affecting the life and development of a person. The environment impacts the client’s ability to meet basic human needs and influences movement toward self-actualization.

Signature: ________________________________ Date: ____________________________
**Teaching and Learning** is a dynamic and methodical process between the learner and the educational environment. Learning involves the acquisition of knowledge, skills, attitudes, values, critical thinking and clinical reasoning and is evident by safe and effective care delivery to clients and groups. Clients learn in a variety of ways, and diverse resources are available to meet client student learning needs through utilization of current technology and evidenced-based practice guidelines. The nursing process throughout the curriculum is an expression of critical thinking that enables the formation of clinical judgments based on evidence-based practice to provide comprehensive nursing care to clients on the health-illness continuum, in all stages of the life span within the healthcare delivery system. The faculty is committed to creating a learning environment where students provide healthcare for diverse ethnic and cultural populations in a spectrum of settings.

The faculty believes that nursing education is based on environmental, biological, physical, and behavioral sciences. The science of nursing is based on principles and theories of nursing, behavioral and natural sciences, which embody knowledge, skills and critical thinking. The art of nursing is exemplified by the characteristics of caring that include commitment, authenticity, advocacy, responsiveness, presence, empowerment and competence. The faculty value lifelong learning and professional advancement; thus, adding the RN to BSN is integral to this belief.

**Explanation of Curriculum Paradigm:** The organizational framework is derived from the philosophical statement. The program of learning is based on the faculty’s beliefs related to man, society, health, nursing and learning. The faculty believes that this paradigm is appropriate for associate degree and baccalaureate-prepared nurses who will practice in community settings as generalists.

The major themes of the paradigm are both progressive (vertical) and pervasive (horizontal). The progressive themes begin at a fundamental level and advance toward more complex levels. Pervasive themes are presented as concepts (i.e. developmental stages) which are emphasized throughout the nursing program.

There are three progressive themes: **The Client, Critical Thinking, and Roles of the Nurse.** There are five pervasive themes that evolve from the philosophical statement: Adaptation, Development, Needs, Health Promotion, Management and Restoration, and Environment. These themes are identifiable throughout the nursing sequence in first level outcomes, course objectives, and program outcomes.
INDIVIDUAL NURSING HEALTH SOCIETY TEACHING-LEARNING

CLIENT
Community Group Family Individual

CRITICAL THINKING
Integrated Practiced Learned

ROLES
Manager of Care Advocate Collaborator Teacher Caregiver Communicator Learner

ADAPTATION
NEEDS (Maslow)
DEVELOPMENT (Erikson)

HEALTH PROMOTION, MANAGEMENT, and RESTORATION

ENVIRONMENT Reviewed 5 2018; 4/2019 Curriculum Committee
Major Progressive Themes:
Client-The client or group of clients will benefit from nursing care. Clients exist in relationships with their families, groups, and communities. The client’s health status is dynamic. Health may range from high level wellness to extremely poor health or death. Nursing care may be sought to promote, manage and/or restore the client to optimum health or to support him through death with dignity.

The family is defined as a small social system of clients related by reciprocal ties. The nurse respects the influence of the family upon the client and his well-being. The group is a dynamic assemblage of clients who are interrelated. Groups may have different functions and interests, structure and cohesiveness. Clients may function in groups or be influenced by groups. A community is a cluster of groups which may or may not be defined by geographic boundaries. Communities share common interests, similarities or identities.

Critical Thinking-Critical thinking is learned, practiced and integrated, and it provides the foundation for appropriate clinical decision-making. Critical thinking is a method of reasoning. Utilizing critical thinking, the nurse remains open-minded, considers alternatives, and assesses and recognizes the consequences of decisions. The nursing process is a critical thinking tool that enables the formation of clinical judgments based upon scientific rationale.

Roles of the Nurse-Throughout the program of study, emphasis is placed on the nurse’s role as learner, communicator, caregiver, teacher, collaborator, advocate and manager of care. These roles are reflected in the program outcomes.

As a learner, the nurse gains knowledge through study, instruction and experience. Lifetime learning is continuous discovery and reflection.

As a communicator, the nurse exchanges meanings with clients through a common system of symbols, verbally and/or nonverbally, and thereby demonstrates caring, compassion and cultural awareness.

As a caregiver, the nurse assists clients to achieve positive outcomes through caring interventions. Caregivers preserve and respect the client’s dignity.

As a teacher, the nurse shares knowledge and expertise with the client in order to develop, implement and evaluate individualized teaching plans. The goal of teaching is to empower the client in managing his personal health.

As a collaborator, the nurse interacts with the client’s significant support persons, peers and other healthcare professionals to provide holistic care and improve client outcomes.

As an advocate, the nurse preserves the client’s legal and human rights. The nurse offers support and may act as an intercessor.

As manager of care, the nurse plans, organizes, delegates, directs, coordinates and allocates resources to meet the needs of the client and achieve the mission of the organization.

Signature: ___________________________ Date: ___________________
Pervasive Themes:
Adaptation- Adaptation is the internal and external response to stress. It is a dynamic, ongoing, life-sustaining process of reacting to change. The nurse promotes man’s adaptation by utilizing critical thinking to facilitate a return to homeostasis.

Needs- Basic needs theory is useful in helping the nurse identify and prioritize problems and interventions. Maslow’s Hierarchy identifies man’s needs on five levels ranked in order of importance for survival. This theory assists the nurse and the client in organizing and setting goals.

Development- Erikson’s Eight Stages of Man describe predictable, age-related, task-specific stages that cover the life span. Man’s internal and external environments influence these eight levels of achievement.

Health Promotion, Management, and Restoration- Health promotion, management and restoration activities are directed toward assisting clients to reach their optimum comfort and functioning in a diverse population. These activities may promote a change in a client’s internal or external environment. Clients are ultimately responsible for their own health.

Environment: The individual’s environment is unique and complex. The nurse functions with an awareness of the biologic, psychologic, physiologic and sociologic environments of both the person and the nurse. The nurse evaluates the relative importance of the person’s internal and external environments and analyzes their effects on the person. The nurse’s awareness of these environments is incorporated into health promotion, management and restoration.

Internal Environment:
Biologic- An individual’s biologic internal environment, including his physical, chemical, and neurologic areas, exists within narrow ranges. The nurse must provide care with an awareness of the variables related to these areas. Changes in one of these areas impact adaptation in the other areas and may result in an imbalance. All roles of the nurse promote, manage, and/or restore man to homeostasis in his biologic internal environment.
Psychologic- An individual’s psychologic internal environment, including the cognitive and affective domains, interpersonal relationships, self-concepts, and coping patterns, also exists within narrow ranges. The client’s biologic environments are interrelated and are affected by his psychologic environment. Changes in any of the environments may elicit imbalance. The nurse functions to promote health environments which support homeostasis.

External Environment:
Physiologic- The physiologic external environment of the client consists of air, water, food, and conditions of living. When these environments fail to promote health and wellness, the role of the nurse is to achieve safety for the person or group.
Sociologic- The sociologic environment of the person consists of the sociocultural dimensions of health and wellness. Emphasis is placed upon the person’s culture, habits, spirituality, ethnic group, and vocation. The forces of the political and economic environment are contemplated in promoting health and wellness. When applicable, influence is utilized to enhance the environment for the evolution of the person or group.

Signature: ___________________________ Date: ________________

Reviewed 5 2018; 4/2019 Curriculum Committee
South Georgia State College  
School of Nursing (SON)  
Admissions Criterion  
(2019-2020)

**Bachelor of Science in Nursing:** The RN-BSN program design allows the smooth transition from ASN to BSN. The requirements for entry into the program are that the student must:

- Complete the SGSC Admissions Application and be fully accepted to the college.
- Admission cycle: SGSC School of Nursing Application will be available October 1 of each year. 
  RN-BSN Priority Deadline – April 15 of each year.
- Submit a completed SGSC School of Nursing Admission Packet with
  - Official sealed copies of all transcripts from technical schools, colleges and universities previously attended
  - Official SAT or ACT scores
  - Meet the overall cumulative grade point average of **2.50**
  - Obtain a grade of “C” or higher in all classes
  - Be licensed as a Register Nurse in the state of Georgia with no current public or private disciplinary action by the first day of enrollment in the RN-BSN nursing courses
  - Exit all learning support classes (Corequisite courses)
  - Incomplete SGSC School of Nursing Application Packets will not be accepted

**RN-BSN Clinicals:**
RN-BSN students must complete the Clinical Agency Health Information Packet annually. RN-BSN students must complete clinical agency orientation in facilities where they will be completing preceptor learning experiences. RN-BSN students may complete their experiences in the facilities where they are employed.

**Advanced Placement in RN-BSN Nursing:** Advanced placement is possible for persons who have had prior education in a program leading to licensure as a registered nurse. A comprehensive examination or examinations may be required for a student attempting advanced placement. If a student fails an exemption examination, he/she may take the course when offered. Transferring from other nursing programs is possible from colleges that are ACEN accredited or CCNE accredited and will be evaluated on a case by case basis by the Dean of the School of Nursing. Transfer students must meet admission requirements for SGSC and the SON. Students interested in further details should contact the SON. RN-BSN students who have taken a 3000 or 4000 level Nursing course may request the School of Nursing Admissions Committee to review the course content for credit.
RN-BSN Alternative Admission
Students who do not meet eligibility requirements to be accepted into the nursing courses will need to complete the following requirements prior to acceptance into the RN-BSN Completion Program:

• Completion of validation testing will be required of all associate degree or diploma graduates who graduated from non-NLNAC or ACEN accredited schools outside the state of Georgia, who graduated more than four years ago, and who have less than 1,000 clinical practice hours. Successful completion of the four subsets of the National League for Nursing (NLN-ACE II) competencies is required to validate current knowledge in the areas of Pediatrics, Obstetrics, Adult Health, and Psychiatric Nursing.

• Clinical competencies will be validated through psychomotor skills evaluation by BSN faculty. A list of selected skills and evaluation criteria will be provided to students prior to examination. Evaluation of psychomotor skills will occur prior to acceptance into the RN-BSN Completion Program.
• Upon successful completion of examination and skills requirements and admission into the RN-BSN Completion Program, students will then follow the Progression, Dismissal, and Readmission standards applicable to all nursing students.

Applicants who graduated from a U.S. high school must meet the admission criteria for regular students. Applicants who graduated from a non-U.S. high school must meet the admission criteria for international students but will not be required to provide the financial documentation. All non-U.S. citizens are required to provide documentation of their immigration status to be considered for in-state tuition. Applicants whose first language is not English and whose language of instruction was not English throughout secondary school must meet the English proficiency requirement by submitting the results of the SAT I with a minimum verbal score of 430 (12 ACT) or the Test of English as a Foreign Language (TOEFL) with a minimum score of 523 (paper based), 193 (computer-based), or 70 (internet-based). The TOEFL will be at the expense of the student and is a condition for program admission.

The CGFNS International Credentials Evaluation Service (CES) report will be used to analyze the credentials of multiple levels of nursing professionals who are educated outside of the United States and who wish to pursue licensure or academic admission in the United States. The CES report will be at the expense of the student and is a condition for program admission. The RN-BSN program embodies a coherent course of study. This new degree program is compatible with SGSC’s mission. In addition to the 60 credit-hours in core requirements (Core Area A-F), 32 hours of credit for previous ASN course work and acceptance into the institution’s Bachelor of Science in nursing degree program, 30 semester credits hours will be required for bachelor degree completion, totaling 122 semester credit hours.

Signature: ____________________________ Date: __________________________

Page 14
Nursing Orientation Advisement and Registration (NOAR). After receiving a letter of conditional acceptance, the student will attend a mandatory Nursing Orientation Advisement and Registration (NOAR). The student will be provided the Clinical Agency Health Information Packet and the deadline. This form is located on the School of Nursing website.

The Clinical Agency Health Information Packet requires the student to provide documentation to the clinical agencies:

- Annual Physical Examination and laboratory testing (Hemoglobin, Hematocrit, and Urinalysis)
- Annual PSI Background Check and Urine Drug Screen
- Annual PPD skin testing or Past Positive PPD documentation with follow up per protocol
- Current CPR certification: Adult, Child and Infant (American Red Cross or American Heart Association)
- Proof of Health Insurance coverage throughout enrollment in nursing classes.
- Immunizations: MMR, Varicella, TDAP, Hepatitis B Vaccine injections and blood titer. Varicella (Chicken Pox) 2 shot series or blood titer
- The Influenza Vaccine is required per agency policy every fall semester.

Deadlines will be provided for each required activity and students who do not meet the deadlines will not be allowed to begin nursing courses. (revised April 2015, reviewed and revised 5 2018; reviewed 3/2019).

Signature: _____________________________ Date: ___________________
Science/General Education Performance Requirements: A minimum grade of “C” is required in all science courses included in the curriculum for nursing. A student who makes less than a “C” in more than one required science course will not be eligible for admission or progression in the nursing program. Grades of less than “C” in the required science courses taken at another regionally-accredited institution will be considered the same as if taken at South Georgia State College. Academic renewal does not apply to grades less than “C” in required science courses. A minimum grade of “C” is required in all general education courses required for the nursing major.

Clinical Experience: Students in nursing obtain clinical experience in the campus skills laboratory, in the simulation laboratory and selected community clinical facilities. The student must assume responsibility for travel to clinical agencies. Students will provide care to assigned clients regardless of diagnosis, age, sex, race, creed, sexual orientation, or ethnic origin.

RN-BSN Academic Standards in Nursing Courses: Students must successfully complete all courses required in the degree program. They must attain 122 semester credits for the RN-BSN program, achieve a cumulative GPA of at least 2.0 (on a 4.0 scale) for graduation with no grade lower than a C, complete at least 30 program credits in residency at the school, and meet all SGSC graduation policies.

Recurrent Enrollment in ASN & RN-BSN Nursing Programs: Students who make less than a “C” (75) in any two nursing courses, including a repeated course, will not be allowed to continue in the nursing program. Students repeating a nursing course must complete it at SGSC. A student who withdraws makes a “D” or “F” in a nursing course must complete a Repeating A Nursing Course Request Form and submit to the School of Nursing Admissions Committee. Students will be evaluated for reentry by the School of Nursing Admissions Committee members and will be readmitted on a space available basis.

Signature: ___________________________ Date: ___________________________
Program Readmission
1. A request for readmission to the School of Nursing Program does not guarantee readmission to the program. All applicants will be evaluated by the School of Nursing Admissions Committee.

Repeating a NURS class
1. Students who are unsuccessful in RN-BSN Nursing course may complete a Repeating a Nursing Course Request Form and submit to the School of Nursing Admissions Committee.
2. Students will be admitted on a space available basis. Students must complete their program of study according to established program completion guidelines.
3. Students who make less than a "C" (75) in any two (2) nursing courses, including a repeated course in their program of study (ASN, RN-BSN), will not be allowed to continue in the School of Nursing program.
4. Students may be required to update their skills and their knowledge in the course. Course specific remediation designated by the nursing instructor (HESI EAQ, NCLEX-RN questions, modules case studies, etc.) will be required before the student is allowed to enroll and repeat the course.

Nursing Program Delivery
The SGSC SON offers the RN-BSN program in a hybrid format on the SGSC Douglas campus. Students are required to meet on the campus at assigned dates and times each semester.

Policy on Client Care: The SGSC SON's policy on caring for patients/clients is consistent with the Georgia Board of Nursing Standards of Practice on caring for all patients/clients. The Standards of Practice states, "The registered nurse shall:

1. respect the dignity and rights of the patient/client regardless of socioeconomic status, personal attributes or nature of health problems,
2. maintain each patient's/client's right to privacy by protecting confidential information unless obligated by law, to disclose the information,
3. provide nursing care without discrimination on the basis of diagnosis, age, sex, race, creed, sexual orientation or color." Students will comply with HIPAA at clinical facilities and no confidential information may be duplicated.

Signature: __________________________ Date: ______________

Source: Rules of Georgia Board of Nursing, Recommended by Policy Committee 10/20/92; Adopted 10/26/92; Reviewed 01/02; Reviewed 8/03; Reviewed 11/13/06; Reviewed 1/2009, Reviewed 8/2015, Reviewed 4/2016, Reviewed 4/2019
Policy Regarding Disabilities: The Rehabilitation Act of 1973 states that the term disability means, "with respect to an individual, a physical or mental impairment that substantially limits one or more of the major life activities of such individual, a record of such an impairment, or being regarded as having such an impairment. Major life activities include such functions as talking, walking, performing manual tasks, hearing, caring for oneself, and working." The SGSC SON accepts applications from all students without regard to disabilities. However, applicants will be evaluated on an individual basis regarding reasonable accommodations to the classroom and ability to perform safely in the clinical setting. Please refer to performance standards on the SGSC School of Nursing Application and the website.

Signature: _______________________________ Date: _______________________________
Recommended by Policy Committee 10/20/92; Adopted 10/26/92; Reviewed 01/02; Reviewed 8/03; Reviewed 11/13/2006; Reviewed 1/2009; Reviewed 8/2015; Reviewed 4/2016; Reviewed 4/2019

SGSC Douglas Campus Syllabus Access Statement
If you have a disability and require reasonable classroom accommodations, please see the instructor after class or make an appointment during office hours. If you plan to request accommodations for a disability, please register with the Office of Disability Services in Room 116, Davis Hall, phone number 912-260-4435. Also, if you find that any content in this course is inaccessible because of your disability, please contact me as soon as possible.

Signature: _______________________________ Date: _______________________________
Revised 5 2018; Reviewed 4 2019

SGSC Waycross Campus Syllabus Access Statement
If you have a disability and require reasonable classroom accommodations, please see the instructor after class or make an appointment during office hours. If you plan to request accommodations for a disability, please register with the Office of Disability Services in Room 130, Dye Building, phone number 912-260-4435. Also, if you find that any content in this course is inaccessible because of your disability, please contact me as soon as possible.

Signature: _______________________________ Date: _______________________________
Revised 5 2018; Reviewed 4 2019

Counseling Statement
Counseling Statement for Douglas Campus and Waycross Campus Counseling Services are confidential and free to all SGSC students. To speak to a Licensed Professional Counselor, please call the SGSC Counseling Center at either 912-260-4438 (Douglas Campus) or 912-449-7593 (Waycross Campus). Additionally, you can contact the Counseling Center via email at counselingcenter@sgsc.edu. The Counseling Center is located on the Douglas Campus in Davis Hall, Office 116 and on the Waycross Campus in the Dye Building, Office 130.

Signature: _______________________________ Date: _______________________________
Revised 5 2018; Reviewed 4 2019
Academic Success Syllabus Statement
SGSC Douglas Campus

Academic Success
Academic Success offers various resources to assist SGSC students with their academic success. These resources are available to SGSC students at no charge and have two convenient locations:
  • Academic Support Center (ASC) in room 220 in Engram Hall
  • STEM Center in room 125 of Stubbs Hall
All locations offer course-specific peer tutoring, academic skills workshops, and resources on study skills, time management, note-taking, and learning strategies. Live, online tutoring is also available 24/7 in GeorgiaView through tutor.com. For more information about any of the resources available, contact Academic Success Director.

Signature: ___________________________ Date: ___________________________
Revised 5 2018; Reviewed 4/2019

SGSC Waycross Campus

Academic Success
Academic Success offers various resources to assist SGSC students with their academic success. These resources are available to SGSC students at no charge and have two convenient locations:
  • Academic Success Center (ASC) in room 148A of the Dye Building
  • STEM Center in room 141 in the Dye Building
All locations offer course-specific peer tutoring, academic skills workshops, and resources on study skills, time management, note-taking, and learning strategies. Live, online tutoring is also available 24/7 in GeorgiaView through tutor.com. For more information about any of the resources available, contact Academic Success Director.

Signature: ___________________________ Date: ___________________________
Revised 5 2018; Reviewed 4/2019

School of Nursing Reserve Clause
The School of Nursing reserves the right to make changes to published policies and procedures, the course syllabus and the course calendar during the semester. Therefore, the syllabus (including but not limited to class, laboratory, and clinical activities and locations) is subject to change. Students will be notified of any changes in writing. Changes will be posted on GeorgiaView and/or college email. Students must check GeorgiaView and college email daily for updates and information.

Signature: ___________________________ Date: ___________________________
Revised 5 2018; Reviewed 4/2019
Plagiarism - Plagiarism involves two kinds of wrongdoing. Using another person’s ideas, information, or expressions without acknowledging that person’s work constitutes intellectual theft. Passing off another person’s ideas, information, or expressions as your own to get a better grade or gain some other advantage constitutes fraud. Plagiarism is sometimes a moral and ethical offence rather than a legal one since some instances of plagiarism fall outside the scope of copyright infringement, legal offence. Plagiarism is almost always seen as a shameful act, and plagiarists are usually regarded with pity and scorn. They are pitied because they have demonstrated their inability to develop and express their own thoughts. They are scorned because of their dishonesty and their willingness to deceive others for personal gain. The act and practice of plagiarism is not only sometimes criminally prosecutable and always dishonest and shameful, but it is also intellectually lazy and deprives the plagiarist of an education. Examples of plagiarism include:

- Any quotation, or even rewording, paraphrase, or summary of another person’s words, thoughts, ideas, opinions, or theories without appropriate acknowledgement. This example would obviously include any copying and pasting material from any source, including the Internet, regardless of to what degree.
- The presentation in any form of another’s artistic, literary, scientific, or other creative work as one’s own.
- Allowing someone else to write one’s paper; copying, buying, or stealing either in part or in its entirety one’s paper from another source such as a book, an article, or the Internet.
- Appropriate acknowledgement includes, but is not limited to, quotation marks around quoted material and citation appropriate to the Discipline. See the APA and MLA guidelines in the Hodges’ Harbrace Handbook (Glenn and Gray 552-650) available in the campus bookstore. Faculty members reserve the right to add to these rules at their discretion. Any addition to the rules will be plainly stated in said faculty member’s syllabus. Ignorance of these rules does not constitute innocence and is not an excuse for plagiarism. Students accused of plagiarism will be referred via the non-criminal incident reporting system to the Student Conduct Board for hearings to adjudicate said accusation. The sanctions for plagiarism include at a minimum a zero grade on the plagiarized assignment and may include failure of the course, suspension and even expulsion from the College. Please refer to the sanctions section of the student handbook for more information.

Signature: ________________________________ Date: ____________________

SGSC Update 8 2015; Reviewed 4/2019

School of Nursing Attendance Policy

Attending class regularly allows you to interact with instructors and other students in the learning process. Students are responsible for attending class and for the material presented in all classes. At the beginning of each semester, all instructors will inform students of policies regarding class absences. Faculty are responsible for counseling with students regarding the consequences of absences from classes or laboratories. Students may independently withdraw from a class by completing the necessary paperwork at the Registrar’s office. A non-punitive grade for courses dropped after the published deadline can be assigned only by the Hardship Withdrawal Committee. Students may be called before a School of Nursing Faculty Panel to formulate a plan of action for excessive absences and referred to appropriate SGSC resources. In addition, nursing students who miss classroom lecture and learning activities may be required to submit a five-page handwritten paper and may not make up any unannounced pop quizzes.

Signature: ________________________________ Date: ____________________

Reviewed and Revised 5 2017 Reviewed and Revised 5 2018;
Reviewed 4/2019
Missed Exams Policy: All students are required to take ALL unit exams. For students who have missed a unit exam, there will be a make-up exam time scheduled after the last unit exam and before the final. The make-up exam may vary in form, and may include, but will not be limited to, discussion questions, short answer questions, fill in the blank questions, multiple choice questions, select all that apply questions, case studies, etc. If the student knows they will need to be absent on a scheduled exam day, they may have the option of taking the exam early or taking the make-up exam. This decision will be at the discretion of the nursing faculty members teaching in the course. No more than one (1) unit exam may be missed per course. Other missed unit exams will be assigned a grade of “0". If a student misses the final exam, a written appeal may be made to the Dean of the SON. A faculty panel will be appointed to determine if the student may make up the final exam. All requirements of the course must be met in order to receive a passing grade and to progress in the program.

Signature: ___________________________ Date: ___________________________
Effective January 1, 1993; Adopted 11/16/92; Reviewed 01/02; Reviewed 8/03; Revised 3/06; Reviewed 11/13/2006; Reviewed 1/2009; Revised 4/2010 Reviewed and revised 8/2015; Reviewed 4/2019

Grading Policy:
The grading policy for the SGSC School of Nursing is as follows:
90-100 = A
80-89  = B
75-79  = C
65-74  = D (Note: 74.99 = D)
Below 65 = F
(Grades will not be rounded to the next whole number and will not be given via telephone or e-mail.)

Signature: ___________________________ Date: ___________________________
Adopted 2/3/86; Reviewed 01/02; Revised 4/02; Reviewed 8/03; Reviewed 11/13/2006; Reviewed 1/2009 Reviewed 8/2015; Reviewed 4/2019

Code of Conduct: The SGSC SON complies with the SGSC Code of Conduct policies. The SGSC Student Handbook, which includes the Code of Conduct and adjudication process, may be found on the SGSC website. I agree to comply with the SGSC Code of Conduct and will review the policy.

Signature: ___________________________ Date: ___________________________
2/2013 Reviewed 8/2015; Reviewed 4/2019

Children in the Classroom, Campus, and Clinical Facilities: Children are not allowed in classrooms, laboratories or clinical facilities during class/clinical time. Children may not be left in the library or anywhere on campus while the parent is in class. When children are on campus for any reason, they must be supervised by an adult.

Signature: ___________________________ Date: ___________________________
Reviewed 8/2015; Reviewed 4/2019
**Confidentiality/HIPAA:** In accordance with the Official Code of Georgia, every patient’s right to confidential treatment must be protected. The nursing student must keep in confidence all knowledge about any client. Personal identifying information is any information which is readily used to identify a particular patient including, but not limited to: name, address, Social Security number, physical description, names of family members and photographs, disease processes, prognosis, and financial and/or insurance status. Discussion of confidential information about a client other than in classrooms and clinical conferences or with other members of the health team in inappropriate settings is a serious breach of ethics and is grounds for dismissal. The student may also be subject to civil and/or criminal liability. Students are required to complete the HIPAA orientation. Students are not allowed to duplicate or capture any medical record information/data in clinical agencies.

Signature: ____________________________ Date: ____________________________
Reviewed 8/2015; 4/2019

**Student Employment Policy:**
A healthy work-life balance is important for physical and mental wellbeing in nursing school. Nursing students are expected to make representative employment decisions as the hours worked outside of the nursing program and family responsibilities are not an excuse for failing to meet academic and clinical performance standards. Students are not permitted to work the night shift prior to a day clinical or a shift immediately preceding the starting time of their assigned clinical hours. This is considered impairment due to deprivation of sleep and compromises patient safety.

Unlicensed students shall be employed only as unlicensed nursing personnel (unlicensed assistive personnel, multi-skilled workers, patient care techs, etc.). Students are encouraged to review the Georgia Board of Nursing Scope of Practice Decision Tree. They shall not represent themselves or practice as nursing students except as part of a learning activity in a practice setting, which is integral to the South Georgia State College School of Nursing curriculum. Upon graduation, students may not be employed as a graduate nurse or perform duties as a registered nurse until licensure has been granted. Such employment may be determined by the Georgia Board of Nursing as unlicensed practice.


Signature: ____________________________ Date: ____________________________
Reviewed 8/2015 Reviewed and Revised 5 2018; Reviewed 4/2019
Communication Devices: The purpose of this policy is to ensure an environment that is conducive to learning and HIPAA compliant. Course Coordinators and Nursing Faculty will provide acceptable use of communication in the classroom and clinical if allowed. Communication devices (laptop, phones, cameras, iPads, etc.) may not be used at any time in patient care areas for any reason. Audio and Visual Recording is prohibited in the classroom and clinical. Communication devices are a source of disruption to the learning environment and must be turned off or set to silent alert during class and clinical. If a communication device disrupts the class (cell phone rings), the instructor may ask the student to leave for the remainder of the day. All classroom and clinical information must be kept confidential. Students cannot post any classroom or clinical information on social networks, email, or any other electronic source. Failure to comply with this requirement will result in expulsion from the nursing program.

Emergency Contact Information – Nursing Faculty and Staff
Each School of Nursing faculty and staff member will be available for students during class time and posted office hours. Instructions for emergency communication related to class and clinical will be provided by each faculty member. This contact information is reserved for emergencies only and is not to be utilized for general questions and information.

Signature: ___________________________ Date: ___________________________
Reviewed 8/2015 Reviewed and revised 5/2018; Reviewed 4/2019
School of Nursing Social Media Policy

In the profession of healthcare, nursing students must be aware of three important concepts related to social media: privacy, confidentiality and protected health information (PHI). Any information covered by Health Insurance Portability and Accountability Act (HIPAA) such as health status, provision of healthcare, payment and medical records may be linked back to an individual. The School of Nursing recognizes the American Nurses’ Association Principles of Social Networking (ANA 2011) as:

1. Nurses must not transmit or place online individually identifiable patient information.
2. Nurses must observe ethically prescribed professional patient-nurse boundaries.
3. Nurses should understand that patients, colleagues, institutions, and employers may view postings.
4. Nurses should take advantage of privacy settings and seek to separate personal and professional information online.
5. Nurses should bring content that could harm patient’s privacy, rights, or welfare to the attention of appropriate authorities.

Students are prohibited from disclosing through social media information such as (but not limited to) the following:

1. Patient protected health information as defined by HIPAA, including identifiable information concerning patients and family members.
2. Clinical discussions for the purpose of education that include any identifiable information related to patients or clinical institutions and employees.
3. Location of clinical sites and dates of clinical experiences.
4. Confidential information including text messages, photos or videos of patients, patient families, students, faculty, staff, and clinical institutions and employees.
5. Comments that are threatening, harassing, profane, obscene, sexually explicit, racially derogatory, homophobic or other offensive comments.

The improper use of social media may violate state and federal laws established to provide confidentiality and protect patient privacy. Both civil and criminal penalties may apply. Inadvertently, intentional or unintentionally breaching of privacy and confidentiality may result in disciplinary action including: referral to a nursing faculty panel, failure in a nursing course, dismissal from the clinical agency, simulation laboratory or skills laboratory and/or dismissal from the SGSC School of Nursing program.

(Adapted from Florida Southwestern State College, School of Health Professions with permission May 2018).
Laboratory Learning Experiences:
Simulation training allows nursing students to learn and practice how to act and react in a real-life patient encounter and not just in the classroom. Simulation in teams is a chance for you to make your mistakes in a safe environment, improve communication, and develop critical thinking skills. It is important to understand that, in order to maximize the benefits of the simulation for you and your fellow students, you must enter into the spirit of simulation and act as if the patient simulator were a real patient. “Believing” the simulation will make it a much better learning experience.
Confidentiality and HIPAA: All patient encounters in the simulation lab are to be treated with the same standards as in the hospital setting. All patient information is subject to HIPAA policies. Students are not to discuss any patient information outside of the simulation laboratory experience. Clinical paperwork to be completed on the patient is to be kept confidential at all times. Any HIPAA violations on your patient are grounds for an unsatisfactory clinical experience, a course failure and/or dismissal from the nursing program.

I understand the above statements and will act in accordance. I understand that ALL simulated clinical experiences are subject to HIPAA policies and failure to abide by these policies can result in an unsatisfactory clinical experience and dismissal from the nursing program.

Signature: __________________________ Date: __________________________
Reviewed 01/02; Reviewed 8/03; Reviewed 11/13/2006; Reviewed 1/2009, Reviewed and Revised 4/2016 Reviewed and revised 5/2018; Reviewed 4/2019

Clinical Agency Clinical Placement Requirements
Clinical facilities utilized by the School of Nursing require components of the Clinical Agency Health Information Packet. Clinical agencies have the right accept and to deny placement to any student. Students with criminal findings on the background check and/or a positive drug screen who are denied clinical placement will not be able to complete the program, therefore, they will be withdrawn from the program.

I will complete the annual clinical requirements by the assigned deadlines and will provide a copy each semester to the nursing faculty on the first day of class. I understand that my failure to comply may result in withdrawal from the course. The School of Nursing does not keep copies of completed Clinical Agency Health Information Packet.

Signature: __________________________ Date: __________________________
Recommended by Policy Committee 10/20/92; Adopted 10/26/92; Reviewed 01/02; Reviewed 8/03; Reviewed 11/13/2006; Reviewed 1/2009, Revised 2/2013; Reviewed and revised 5/2017, Reviewed and Revised 5/2018; Reviewed 4/2019

Clinical: All assigned clinical laboratory hours on campus and/or within community health settings must be completed to receive a passing grade for that course. Two clinical experiences graded unsatisfactory during a nursing course, regardless of when they occur in the semester, will result in a failure of the course with a grade of “F.” The clinical unit must be notified prior to the beginning of clinical if the student is late or unable to attend that clinical. The student may be either permitted to complete the clinical experience that day or required to make up that clinical on another day at the discretion of the clinical instructor. Makeup days will be scheduled at the convenience of instructor and agency. No more than the equivalent of (2) two clinical requirements may be made up. If the clinical absence is not made up prior to the beginning of the following semester, the student will receive a grade of unsatisfactory for the clinical component, and the student will not be allowed to progress in the nursing series and/or graduate. A student wishing to appeal must do so in writing to the Dean of the SON within (5) five working days of the absence. The Dean of the SON will consult with the faculty and course coordinator and then appoint a faculty panel if necessary.

Signature: __________________________ Date: __________________________
Adopted 10/9/91; Reviewed 01/02; Reviewed 8/03; Reviewed 11/13/2006; Reviewed 1/2009 Reviewed 8/2015; 4/2019
Professional Attire in the Clinical Agencies:
Students will be permitted in the clinical agency only when the student’s attire is correct and complete. The instructor cannot grant students any special privileges. Uniforms must be worn in all clinical settings unless otherwise indicated. The uniform consists of:

- Royal blue scrub pants with white scrub top with SGSC emblem, or royal blue scrub dress with SGSC emblem. The SGCS uniform patch must be purchased from the bookstore. The patch is to be placed on the center of the left shoulder of the scrub top and lab coat. Use white thread to attach the patch. The uniform must be clean and wrinkle free. Pants should be hemmed at the appropriate length.
- Shoes: white leather without writing. White socks/hose may be worn with pants. White hosiery with no runs must be worn with dress.
- A wristwatch with second hand is required
- Scissors, ballpoint pen with black ink, and a stethoscope.
- The SGSC student name tags and/or agency name tags must be worn on the left chest area during the time a student is in any clinical area representing SGSC. The appropriate agency badge must be worn in the corresponding agency.
- Hair: clean, neat and above the neckline. No bows or large hair ornaments. Beards and mustaches shall be short and neatly trimmed.
- No heavy make-up is to be worn. Fingernails: clean, smooth, and short and no fingernail polishes. No artificial nails are allowed.
- Jewelry: an engagement ring and/or wedding band. One set of post earrings may be worn in earlobes only; however, no large dangling earrings are allowed.
- Tattoos, Skin Decorations and Body Piercings (other than earrings): should not be visible while in the SGSC uniform and in the clinical agencies. Any student having a tattoo or other permanent skin decoration visible on the arm must be covered.
- Tobacco products are prohibited on the SGSC campuses and at all clinical agencies.
- Avoid offensive breath and body odors (tobacco, perfume, alcohol, etc.)
- Parking is allowed only in the designated student parking areas at clinical agencies. The vehicles of students who park in patient or visitor parking may be towed at the owner’s expense.

Signature: ___________________________ Date: ___________________________
Reviewed and revised 10/26/92; Reviewed 01/02; Reviewed 8/03; Reviewed 11/13/2006; Reviewed 1/2009, Revised 2/2013 Reviewed 8/2015 Reviewed and revised 8 2018; Reviewed 4/2019
Guidelines for Professional Behavior: The SGSC SON regards the following as guidelines for professional behavior. Faculty and students are expected to demonstrate professional behavior in the clinical area.

Professional Attributes:
Displaying honesty and integrity
- Never misrepresents or falsifies information and/or actions
- Does not engage in unethical behavior
- Shows respect for client’s dignity and rights
- Makes appropriate attempts to establish rapport with clients or families
- Shows sensitivity to the client’s or families’ feelings, needs, or wishes
- Demonstrates appropriate empathy
- Shows respect for client autonomy
- Maintains confidentiality of client information

Maintaining a professional demeanor
- Maintains professional demeanor even when stressed; not verbally hostile, abusive, dismissive or shows inappropriate anger
- Never expresses anger physically
- Accepts professionally accepted boundaries for client relationships
- Never uses his or her professional position to engage in romantic or sexual relationships with clients or members of their families; never misuses professional position for personal gain
- Conforms to policies governing behavior such as sexual harassment, consensual amorous relationships, hazing, use of alcohol/drugs (and any other existing policy of the school).
- Is not arrogant or insolent

Responding to supervision
- Accepts and incorporates feedback in a non-resistant and non-defensive manner
- Accepts responsibility for failure or errors

Demonstrating dependability and appropriate initiative
- Completes tasks in a timely fashion (papers, reports, examinations, documentation, patient care tasks)
- Does not need reminders about academic responsibilities, responsibilities to clients or to other healthcare professionals in order to complete them
- Arrives at designated clinical area on time, prepared for clinical
- Takes on appropriate responsibilities willingly (not resistant or defensive)
- Takes on appropriate client care activities
- Does not leave assigned clinical unit without approval of clinical instructor

Interacting with others members of the team
- Communicates with other members of the healthcare team in a timely manner
- Shows sensitivity to the needs, feelings, wishes of healthcare team members
- Relates and cooperates well with members of the healthcare team
- Respects professional boundaries and refrains from inappropriate relationships with patients, consumers and other healthcare professionals.

Students with unprofessional behavior in the clinical area will receive a clinical unsatisfactory for the clinical experience.

Signature: ___________________________ Date: ___________________________

Revised 5/2008; Reviewed 1/2009 Reviewed 5 2017; 4/2019
**APPEAL OF A GRADE**

Students who think that they have been graded unfairly must appeal the grade at issue in writing within 30 days after the last day of the final examination period for the semester in which the grade was assigned. (The written appeal follows step 1 below and must be addressed to the Chair/Dean of the Division or School, signed by the student, and delivered or postmarked within the 30-day limit.) Because the appeal of a grade is an in-house procedure, and not a court of law, no legal counsel or any other person may be present other than the persons specifically mentioned in each step below. Exceptions to this may be granted by the Vice President for Academic and Student Affairs only for the following reasons:

1. a student with disabilities 4 requiring extraordinary assistance; or
2. a student whose first language is not English and whose English is not sufficiently fluent so as to allow him/her to represent himself/herself adequately. In these cases, the appointment will be left to the discretion of the Vice President for Academic Affairs.

The steps in the process are as follows:

1. The student will discuss the grade with the instructor involved*. This meeting should occur within three weeks of the last day of the final examination period for the semester in which the grade was assigned. The majority of grade disputes are resolved at this step.
2. In the rare cases that the disputes are not resolved in step 1, the student must file a written appeal to the Division Chair or Dean of the School within 30 days after the last day of the final examination period for the semester in which the grade was assigned. Within two weeks of receipt of the written appeal, the Division Chair or the Dean of the School will meet with the student and the instructor in an attempt to resolve the difficulty. A memorandum of records will be prepared that will include the substance of the conversation during the meeting. If the difficulty remains unresolved, a divisional review board will be appointed by the Division Chair or the Dean of the School to hear the student’s appeal. The review board will meet to hear the appeal no later than two weeks after step two above.
3. (1) There will be three members of this board, to be chaired by the Division Chair or the Dean of the School.
4. (2) The instructor involved will not be a member of this board.
5. (3) In small divisions, the membership of the board may come from outside the division.
6. (4) If the charge of unfair grading is made against a Division Chair or the Dean of the School, the review board will be appointed by the Vice President for Student and Academic Affairs, who will serve as its chair.
7. (5) The review board shall hear statements from both the student and the instructor involved and will examine documents that are pertinent to the matter under review.**
8. (6) A record will be kept of the review board’s proceedings.
9. (7) The findings of the review board will be reported to the Vice President for Academic and Student Affairs, along with a recommendation.

The decision of the Vice President for Academic and Student Affairs shall be submitted to the student in writing within seven days.

4. If satisfaction is not achieved with the decision of the Vice President for Academic Affairs, the student may appeal the ruling to the President in writing within seven days of receipt of the decision of the Vice President for Academic Affairs. 5

5. The decision of the President regarding grades is final.

*In the unlikely event that the student cannot locate the instructor, the student will submit a written appeal directly to the Division Chair Dean. The Division Chair or Dean will make a reasonable attempt to locate the instructor. If the instructor is not available, the Division Chair or the Dean will send reliable notice to the instructor (e.g., via certified mail) notifying the instructor that the appeal will proceed on a specified date no sooner than ten days from the sending of the notification. On the specified date, the Division Chair or the Dean of the School will meet with the student as specified in Step 2, with or without the instructor present. **If the instructor cannot be present before the review board, the student will present his or her case to the review board, and the board will make a recommendation to the VPASA

**Signature: ____________________________  Date: ____________________________
School of Nursing Faculty Panel:

The purpose of the faculty panel is to address student issues, concerns, and formulate a plan of action to assist the student in achieving success. A faculty panel is composed of faculty members appointed by the Dean of the School of Nursing. The purpose is to facilitate communication, resolve conflict, promote professionalism and address opportunities for improvement and success. Additional referrals may be made to the Dean of Students and the Dean of Students.

Signature: ___________________________ Date: ___________________________
Reviewed 11/17/94; Revised 11/17/94; Approved 2/1/95; Reviewed 01/02; Reviewed 8/03; Reviewed 11/13/2006 Reviewed and revised 8/2015. Reviewed and Revised 5 2017 Reviewed and Revised 5 2018; Reviewed 4/2019
## Appendix A
South Georgia State College
Pathway Leading to the
RN-BSN Program

<table>
<thead>
<tr>
<th>AREA</th>
<th>COURSES</th>
<th>CREDIT HOURS</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Essential Skills (9 Semester Hours)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>ENGL 1101</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>ENGL 1102</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>MATH 1001 OR 1111</td>
<td>3</td>
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<tr>
<td>B</td>
<td>Institutional Options (4 Semester Hour)</td>
<td></td>
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<tr>
<td></td>
<td>DVRS 1101</td>
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<tr>
<td></td>
<td>(Choose only one) ANTH 1102, 1104; COMM 1110, 2000, 2010; HIST 1111, 1112; POLS 2401; SOCI 2501; SABR 2001</td>
<td>3</td>
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<tr>
<td>C</td>
<td>Humanities/Fine Arts (6 Semester Hours)</td>
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</tr>
<tr>
<td></td>
<td>(Choose only one) ENGL 2111, 2112; HUMN 2111 OR 2112</td>
<td>3</td>
</tr>
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<td></td>
<td>(Choose only one) ARTS 2205; ENGL 2111, 2112, 2121, 2122, 2131, 2132; HUMN 2111, 2112; MUSI 1100; PHIL 2010; THEA 1100; FREN 1001, OR SPAN 1001</td>
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<tr>
<td>D</td>
<td>Science, Mathematics, Technology (11 Semester Hours)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>BIOL 2107K/2108 OR CHEM 1151K/1152K OR CHEM 1211K**/1212K*</td>
<td>8</td>
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<tr>
<td></td>
<td>Note: if a student intends to pursue an anesthetist degree, it is encouraged to take CHEM 1211K/1212K; **Note: MATH 1111 or 1113 is a Prerequisite or Corequisite to CHEM 2111K</td>
<td></td>
</tr>
<tr>
<td></td>
<td>MATH 1401</td>
<td>3</td>
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<td>E</td>
<td>Social Science (12 Semester Hours)</td>
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<td></td>
<td>HIST 2111 OR 2112</td>
<td>3</td>
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<tr>
<td></td>
<td>POLS 1101</td>
<td>3</td>
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<tr>
<td></td>
<td>PSYC 1101</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>(Choose only one) SOCI 1101 OR ECON 2105, 2106; HIST 1121, 1122, 2100, 2111, 2112, 2200, 2220; POLS 2100, 2200, 2401; PSYC 1101, 2101, 2201; SOCI 1160, 2293</td>
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<td>F</td>
<td>Courses Related to the Program of Study (18 Semester Hours)</td>
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<tr>
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<td>BIOL 2210K</td>
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<td>BIOL 2211K</td>
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<td></td>
<td>BIOL 2215K</td>
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<tr>
<td></td>
<td>PSYC 2103</td>
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<tr>
<td></td>
<td>PSYC 2101, 2201, OR SOCI 1160 OR 2293</td>
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</tr>
</tbody>
</table>

Completion of the USG Core Curriculum or Transferred 60

 ASN Course Work Held in escrow until successfully completes 6 Semester hours of RN-BSN credit at SGSC. 32

NURS 1101, 1102, 1103, OR NURS 1104 & NURS 2211, 2213, 2214

<table>
<thead>
<tr>
<th>Courses</th>
<th>Hours</th>
<th>Semester</th>
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<tr>
<td>RN-BSN Major Required Courses</td>
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<td>NURS 3104</td>
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<td>NURS 3105</td>
<td>3</td>
<td>Fall</td>
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<tr>
<td>NURS 4111</td>
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<td>Fall</td>
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<td>NURS 3106</td>
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<td>Spring</td>
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<td>NURS 4108</td>
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<td>Spring</td>
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<tr>
<td>NURS 4110</td>
<td>3</td>
<td>Spring</td>
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<tr>
<td>NURS 4107</td>
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<td>Summer</td>
</tr>
<tr>
<td>NURS 4109</td>
<td>6</td>
<td>Summer</td>
</tr>
</tbody>
</table>

Total Semester Hours 122

BSN Committee Rev 7/2017; 1/8/2018; 12/6/2018; Revised 4/19
Application Requirements for the BSN Program

Students:
- Must apply to and be fully accepted to Both SGSC and the School of Nursing
- Include Official Paper Transcripts from all Technical/Vocational Schools, Colleges and Universities with their application
- Completed Application packets accepted between October 1 – April 15
- Must have a Minimum Overall Cumulative GPA of 2.5 Required
- Be licensed in Georgia as a Registered Nurse with no current public or private disciplinary actions by the first day of enrollment in the RN-BSN program

Signature: ________________________________ Date:
Appendix B
South Georgia State College – School of Nursing
Authorization for Release of Records and Information

TO: The Board of Regents of the University System of Georgia or any of its member Institutions (hereinafter referred to as the “Institution”), and any Facility where I participate in or request to participate in an applied learning experience, including but not limited to any Georgia Hospital Association member Facility (hereinafter referred to as the “Facility”)

RE: ____________________________
(Print name of student)

As a condition of my participation in an applied learning experience and with respect thereto, I grant my permission and authorize The Board of Regents of the University System of Georgia or any of its member institutions to release my educational records and information in its possession, as deemed appropriate and necessary by the Institution, including but not limited to academic record and health information to any Facility where I participate in or request to participate in an applied learning experience, including but not limited to any Georgia Hospital Association member Facility (hereinafter referred to as the “Facility”). I further authorize the release of any information relative to my health to the Facility for purposes of verifying the information provided by me and determining my ability to perform my assignments in the applied learning experience. I also grant my permission to and authorize the Facility to release the above information to the Institution. The purpose of this release and disclosure is to allow the Facility and the Institution to exchange information about my medical history and about my performance in an applied learning experience.

I further understand that I may revoke this authorization at any time by providing written notice to the above stated person(s)/entities, except to the extent of any action(s) that has already been taken in accordance with this “Authorization for Release of Records and Information”.

I further agree that this authorization will be valid throughout my participation in the applied learning experience. I further request that you do not disclose any information to any other person or entity without prior written authority from me to do so, unless disclosure is authorized or required by law. I understand that this authorization shall continue in force until revoked by me by providing written notice to the Institution and the Facility, except to the extent of any action(s) that has already been taken in accordance with this “Authorization for Release of Records and Information.” In order to protect my privacy rights and interests, other than those specifically released above, I may elect to not have a witness to my signature below. However, if there is no witness to my signature below, I hereby waive and forfeit any right I might have to contest this release on the basis that there is no witness to my signature below. Further, a copy or facsimile of this “Authorization for Release of Records and Information” may be accepted in lieu of the original.

I have read, or have had read to me, the above statements and understand them as they apply to me. I hereby certify that I am eighteen (18) years of age or older, or my parent or guardian has signed below; that I am legally competent to execute this “Authorization for Release of Records and Information”; and that I of my parent and/or guardian have read carefully and understand the above “Authorization for Release of Records and Information”; and that I have freely and voluntarily signed this “Authorization for Release of Records and Information.”

Signature: ____________________________ Date: ____________________________
Appendix C

Memorandum of Understanding Between
The Board of Regents of the University System of Georgia and
The Georgia Hospital Association Student Applied Learning Experience Agreement

In consideration for participating in an applied learning experience (hereinafter referred to as the "A.L.E.") at any Facility where I may participate in such an A.L.E. (hereinafter referred to as the "Facility"), I hereby agree to the following:

1. To follow the administrative policies, standards and practices of the Facility when in the Facility.
2. To report to the Facility on time and to follow all established regulations of the Facility.
3. To keep in confidence all medical, health, financial and social information (including mental health) pertaining to particular clients or patients.
4. To not publish any material related to my A.L.E. that identifies or uses the name of the Institution, the Board of Regents of the University System of Georgia, the Facility or its members, clients, students, faculty or staff, directly or indirectly, unless I have received written permission from the Institution, the Board of Regents of the University System of Georgia, and the Facility. However, the Facility hereby grants to the Institution the right to publish Institution administrative materials such as catalogs, course syllabi, A.L.E. reports, etc. that identify or use the name of the Facility or its members, staff, directly or indirectly.
5. To comply with all federal, state and local laws regarding the use, possession, manufacture or distribution of alcohol and controlled substances.
7. To arrange for and be solely responsible for my living accommodations while at the Facility.
8. To provide the necessary and appropriate uniforms and supplies required where not provided by the Facility.
9. To wear a name tag that clearly identifies me as a student.

- I understand and agree, unless otherwise agreed to in writing, that I will not receive any monetary compensation from the Board of Regents of the University System of Georgia, the Institution or the Facility for any services I provide to the Facility or its clients, students, faculty or staff as a part of my A.L.E. Unless otherwise agreed upon in writing,
- I also understand and agree that I shall not be deemed to be employed by or an agent or a servant of the Institution, the Regents or the Facility; that the Institution, Regents and Facility assumes no responsibilities as to me as may be imposed upon an employer under any law, regulation or ordinance; that I am not entitled to any benefits available to employees; and, therefore, I agree not to in any way to hold myself out as an employee of the Institution, the Regents or the Facility.
- I understand and agree that I may be immediately withdrawn from the A.L.E. based upon a lack of competency on my part, my failure to comply with the rules and policies of the Institution or Facility, if I pose a direct threat to the health or safety of others or, for any other reason the Institution or the Facility reasonably believes that it is not in the best interest of the Institution, the Facility or the Facility's patients or clients for me to continue. Such party shall provide the other party and the student with immediate notice of the withdrawal and written reasons for the withdrawal. I understand and agree to show proof of professional liability insurance in amounts satisfactory to the Facility and the Institution, and covering my activities at the Facility, and to provide evidence of such insurance upon request of the Facility.
- I further understand that all medical or healthcare (emergency or otherwise) that I receive at the Facility will be my sole responsibility and expense. I have read, or have had read to me, the above statements, and understand them as they apply to me. I hereby certify that I am eighteen (18) years of age or older, or my parent or guardian has signed below; that I am legally competent to execute this Applied Learning Agreement; and that I, or my parent and/or guardian, have read carefully and understand the above Applied Learning Experience Agreement; and that I have freely and voluntarily signed this "Applied Learning Experience Agreement".

Signature

Date
Student Applied Learning Experience Agreement / University System of Georgia Office of Legal Affairs
Appendix D
Notice to All Persons Participating in Clinical Assumption of Risk

I acknowledge that I am solely responsible for any hospital or other costs arising out of any bodily injury or property damage sustained through my participation in clinical activities.

RELEASE, WAIVER OF LIABILITY AND COVENANT NOT TO SUE

The undersigned hereby acknowledges that participation in activities related to clinical experiences in any agency involves a potential risk of physical injury and assumes all such risks. The undersigned hereby agrees that for the sole consideration of South Georgia State College allowing the undersigned to participate in programs or activities, the undersigned participant does hereby waive liability, release and forever discharge the Institution, Board of Regents of the University System of Georgia, and the clinical agency, its members individually, and its officers, agents and employees of and from any and all claims, demands, rights and causes of the action of whatever kind or nature, arising out of all known and unknown, foreseen and unforeseen bodily and personal injuries, damage to property, and the consequences thereof, including death, resulting from participation in or in any way connected with such activities.

I further covenant and agree that for the consideration stated above I will not sue the Institution, the Board of Regents of the University System of Georgia, the clinical agency, its members individually, its officers, agents, or employees for any claim for damages arising or growing out of my participation in clinical activities.

I understand that the acceptance of this release, waiver or liability and covenant not to sue the Institution or the Board of Regents of the University System of Georgia or any agent or employee thereof, shall not constitute a waiver, in whole or in part, of sovereign or official immunity by said Board, its members, officers, agents, and employees, or the clinical agency. Further, I understand that this release, waiver of liability, and covenant not to sue shall be effective during the entire period of my enrollment at the Institution.

I have received a copy of this document, which I have read and understand. I accept and assume all risks, hazards and dangers involved in any such activities in which I may participate, including travel to and from the site of such activities. I certify that I am at least 18 years of age and suffering under no legal disabilities.

Signature: ____________________________ Date: ____________________________

Updated 8 2015; Reviewed 4/2019
Appendix E
South Georgia State College - School of Nursing
Performance Standards for Admission to and Retention in the ASN and RN-BSN Degree Programs

A candidate for the Associate of Science in Nursing and RN-BSN degree programs must have abilities and skills of four varieties: **Observation, communication, motor, and behavioral.** Reasonable accommodations may be made on an individual basis as directed by the Disabilities Coordinator; however, a candidate is expected to perform in an independent manner. Please read the performance standards for admission and progression in the nursing program. Sign one copy and return to the SGSC SON. If you have concerns or needs, please comment in the provided space.

**Motor Skills:** Candidates should have sufficient motor function so that they are able to execute movements required to provide general care and treatment to clients in all healthcare settings. (For example: For the safety and protection of the clients, the candidate must be able to administer intravenous, intramuscular, subcutaneous and oral medications; apply pressure to stop bleeding; open obstructed airway; and provide patient/client daily hygiene care; perform basic life support, including CPR, and function in an emergency situation. The candidate must have the ability, to safely assist a client in moving, for example, from a chair to a bed, or from a wheelchair to a commode.)

**Sensory/Observation:** A candidate must be able to acquire the information presented through demonstrations and experiences in the basic and nursing sciences. He or she must be able to observe a client accurately, at a distance and close at hand, and observe and appreciate non-verbal communications when performing nursing assessment, planning, intervention, and evaluation. The candidate must be capable of perceiving the signs of disease and infection as manifested through physical examination. Such information is derived from images of the body surfaces, palpable changes in various organs and tissues, and auditory information (client voice, heart tones, bowel and lung sounds).

**Communication:** The candidate must communicate effectively and sensitively with other students, faculty, staff, clients, family, and other professionals. He or she must express his or her ideas and feelings clearly and demonstrate a willingness and ability to give and receive feedback. A candidate must be able to: convey or exchange information at a level allowing development of a health history; identify problems presented; explain alternative solutions; and provide education. The candidate must be able to communicate effectively in oral and written forms. The candidate must be able to process and communicate information on the client’s status with accuracy in a timely manner to members of the healthcare team. The appropriate communication may also rely on the candidate’s ability to make a correct judgment in seeking supervision and consultation in a timely manner.

**Cognitive:** A candidate must be able to measure, calculate, reason, analyze, integrate and synthesize in the context of undergraduate nursing study. The candidate must be able to quickly read and comprehend extensive written material. He or she must also be able to evaluate and apply information and engage in critical thinking in the classroom and clinical setting. (continued)

Signature: ___________________________ Date: ________________

Updated 8 2015; Reviewed 4/2019
Behavioral/Emotional: A candidate must possess the emotional health required for the full utilization of his or her intellectual abilities, the exercise of good judgment, the prompt completion of all responsibilities attendant to the diagnosis and care of clients and families. In addition, s/he must be able to maintain mature, sensitive, and effective relationships with clients, students, family, staff and other professionals under all circumstances including highly stressful situations. The candidate must have the emotional stability to function effectively under stress and to adapt to an environment that may change rapidly without warning and/or in unpredictable ways. The candidate must be able to experience empathy for the situations and circumstances of others and effectively communicate that empathy. The candidate must know that his or her values, attitudes, beliefs, emotions, and experiences affect his or her perceptions and relationships with others. The candidate must be able and willing to examine and change his or her behavior when it interferes with productive individual or team relationships. The candidate must possess skills and experience necessary for effective and harmonious relationships in diverse academic and working environments.

Professional Conduct: Candidates must possess the ability to reason morally and practice nursing in an ethical manner. Candidates must be willing to learn and abide by professional standards of practice and South Georgia State College’s School of Nursing policies. S/he must possess attributes that include compassion, empathy, altruism, integrity, honesty, responsibility and tolerance. Candidates must be able to engage in client care delivery in all settings and be able to deliver care to all client populations including but not limited to children, adolescents, adults, developmentally disabled persons, medically compromised clients, and vulnerable adults.

Signature: __________________________ Date: __________________________

Appendix F
School of Nursing
Health Insurance Requirement/Management of Blood/Body

Fluid Exposure Financial Responsibility for Healthcare

All students in South Georgia State College’s School of Nursing Program are required to carry health insurance while enrolled in nursing courses and provide proof of insurance. I will assume responsibility for my own healthcare in the event of accident, illness, or exposure to communicable disease while in the clinical area as a nursing student of South Georgia State College. I will be responsible for any financial bills that might occur related to accidents, illness, or exposure to communicable disease while in the clinical area. Students must obtain coverage and provide proof to the SGSC SON and clinical agencies.

I have read and understand the Financial Responsibility for Healthcare. My signature is proof of my commitment to carry health insurance coverage throughout the nursing program. In the event I do not have coverage I will withdraw from the NURS course.

Signature: ___________________________ Date: ___________________________
5/06 Initiated; Reviewed 1/2009, Revised 2/2013 Reviewed and revised 5/2017;
Reviewed 4/2019

Guidelines for the Management of Blood/Body Fluid Exposure

An exposure is defined as any of the following:

- Percutaneous inoculation (needle stick or sharp injury).
- Non-needle percutaneous exposure (open cuts and/or abrasions).
- Direct mucous membrane contact (accidental splash).
- Direct contact with large amounts of blood and body fluids without glove protection (hands frequently have small nicks or cuts, which act as a portal of entry for microorganisms).

In the event of an exposure to blood and body fluids, the student will report the incident immediately to the clinical instructor and notify the infection prevention nurse or authorized individual at the facility. The nursing student is required to follow the diagnostic testing and treatment program outlined by the clinical agency. The nursing student is responsible for the expenses associated with the testing and treatment. Therefore, health insurance coverage is required of all nursing students.

Signature: ___________________________ Date: ___________________________
5/2012, Revised 2/13; Reviewed 8/2015; 4/2019
Appendix G
South Georgia State College
School of Nursing
Chain of Command

The School of Nursing Faculty, Staff and Students are expected to appropriately utilize the Chain of Command in order to seek resolution for any issues. The chain of command in its simplest definition is the line of authority and responsibility. Conflict resolution is a skill for professional nurses to utilize to handle conflict resolution, communicate, and resolve issues.

Nursing Student

↓

Clinical/Nursing Instructor

↓

Course Coordinator

↓

Dean, School of Nursing

Signature: ____________________________ Date: ____________________________

Reviewed 5 2018; 4/2019
Appendix H
South Georgia State College - School of Nursing
Drug and Alcohol Policy

Purpose: South Georgia State College School of Nursing faculty requires nursing students to provide safe, effective and supportive client care. To achieve this goal, nursing students must be free of chemical impairment during participation in any part of the nursing program including classroom, campus lab, and clinical settings.

Nursing students should conduct themselves with the highest ethical and moral standards of the professional registered nurse. Nursing students have the responsibility to maintain the highest levels of personal and professional integrity and to show compassion and respect for themselves, faculty, fellow students, clinical agency staff, and the clients who participate in their education.

SGSC Nursing faculty defines the chemically impaired student as a person who, while in the academic or clinical setting, is under the influence of or has abused alcohol, illegal drugs, inhalants, synthetic designer drugs or misuse of prescribed legal therapeutic drugs and/or over-the-counter medications. Use of the above substances, which interfere with judgment and/or motor coordination, poses unacceptable risk for the student, their classmates, clients, nursing faculty, South Georgia State College and clinical agencies.

PSI Background screening and a drug screen are required prior to admission to the program and annually. Drug screens from other agencies and or laboratories will not be accepted. Students are held to the same policy that applies to a clinical institution’s employees and volunteers as established by the Joint Commission on Accreditation of Hospitals. Graduates with a history of drug and alcohol abuse and/or a criminal record for the use, possession, distribution of and/or driving under the influence may not be allowed to receive licensure to practice as a Professional Registered Nurse in the state of Georgia. This decision rests with the Georgia Board of Nursing.

Procedure:
1. All nursing students will be required to submit to a drug screening on admission to the nursing program. The student will be responsible for all costs.
2. Students can be randomly selected for a drug screening during any semester while enrolled in the SON program. The student may also be randomly screened according to the policy of the institution where clinical takes place. The student will be responsible for all costs.
3. Refusal to submit to drug screening on body fluids will result in immediate termination from the SGSC School of Nursing Program.
4. A student who tests positive for any illegal drug, alcohol, or prescription drug will be notified by the assigned clinical agency. Appropriate referrals will be made for substance abuse counseling and treatment. The student will be responsible for all costs. If a student is not allowed into the clinical agency, they are unable to complete the program and will be dismissed from the program.

I have read and fully understand the Drug and Alcohol Policy for the Registered Nursing Program at South Georgia State College and the consequences for the use of alcohol and drugs while in the classroom, laboratory or clinical setting.

Signature: ___________________________ Date: _______________________

Reviewed 8/2015, Reviewed and revised 8 2018; Reviewed 4/2019
Appendix I
South Georgia State College
School of Nursing
PSI Background Check and Urine Drug Screen Policy

Clinical agencies utilized for the nursing courses laboratory experiences require an annual background check and drug screen for their employees, volunteers, and students. South Georgia State College has contracted with Professional Screening and Information (PSI) to provide the comprehensive background check and drug screen. PSI utilizes Laboratory Partners in Douglas and Waycross to provide the urine drug screens. Students are given the PSI contact information and must complete the background check online and the urine drug screen annually. Students are responsible for meeting the established deadlines and for payment of fees to this agency.

Clinical agencies have the right accept and to deny placement to any student. Students with criminal findings on the background check and/or a positive drug screen who are denied clinical placement will not be able to complete the program therefore, they will be withdrawn from the program.

Signature: ___________________________ Date: ___________________________

Appendix J
South Georgia State College
Overview of Assessment for the SGSC ASN Program

Student Learning Outcomes
1. Students will evaluate understanding of general education and critical thinking principles in decision making to provide therapeutic nursing care.
2. Students will analyze principles of responsibility and accountability for professional nursing roles.
3. Students will implement evidence-based practice for decision making, critical thinking reasoning, and creative thinking to improve nursing practice.
4. Students will integrate caring, compassion, and empathy in all aspects of nursing practice.
5. Students will integrate collaboration in partnerships to promote, maintain, and restore health.
6. Students will analyze leadership principles in nursing practice.
7. Students will evaluate healthcare information in providing nursing care.

Assessment Methods
1. Written papers and oral presentations
2. Written examinations
3. Patient care plans
4. Simulated clinical examinations
5. Peer evaluations
6. Classroom projects (such as the community health assessment)
7. Clinical skills check offs for Physical assessment and basic skill mastery
8. Clinical evaluation of student
9. HESI case studies which show evidence of decision making, priority setting and delegation activities
10. Student self-evaluation
11. End of course classroom and clinical evaluation

Signature: ___________________________ Date: ___________________________
Appendix K
South Georgia State College
Overview of Assessment for the SGSC RN-BSN Program

Student Learning Outcomes

1. Students will evaluate appropriate research findings in evidence-based nursing practice.
2. Students will integrate effective ethical written and oral communication as members of an interdisciplinary healthcare team.
3. Students will synthesize leadership concepts, skills and decision making in order to provide oversight and accountability for the delivery of safe, quality care in a variety of health settings.
4. Students will analyze evidence from multiple perspectives to inform practice and make reasonable clinical judgments.
5. Students will integrate a variety of patient care technologies, information systems and communication devices that support evidence-based nursing practice in a variety of health settings.
6. Students will analyze knowledge of healthcare policy, finance, and regulatory environments including local, state national and global healthcare trends.
7. Students will manage the direct and indirect care of individuals, families, groups, communities, and populations to promote, maintain, and restore health.

Assessment Methods

1. Research Concept Papers
2. Threaded Discussion Postings
3. Projects
4. Research Article Analysis
5. Evidence-Base Practice Guidelines
6. Clinical Evaluation Tool (CET)
7. Student Evaluation of Course, Faculty, Preceptorship
Appendix L

South Georgia State College
Repeating A Nursing Course Request

Name:________________________________________________________

SGSC Banner ID Number:________________________________________

Date of Enrollment in RN-BSN Nursing Program____________________

I request to repeat_____________________ Semester_______________

I request to be readmitted based on the following reasons:

My plan of action to be successful includes:

1. Students repeating a nursing course will be required to meet with the course faculty members to develop a plan for remediation.
2. Students may be required to update their skills and their knowledge in the course. Course specific remediation designated by the nursing instructor (HESI EAQ, NCLEX-RN questions, modules case studies, etc.) will be required before the student is allowed to enroll and repeat the course.
3. Student will be admitted on a space available basis. Students must complete their program of study according to established program completion guidelines.
4. Students who make less than a "C" (75) in any two (2) nursing courses, including a repeated course in their program of study (ASN, RN-BSN), will not be allowed to continue in the School of Nursing program.
5. Students requesting reentry must meet the same requirements for students currently in the program and complete the Clinical Agency Health Information Packet.

Signature:_________________________ Date:______________________
I, the undersigned, do hereby consent and agree that SOUTHERN GEORGIA STATE COLLEGE, its employees, or agents have the right to take photographs, videotape, or digital recordings of me upon admission and through the progression of the ASN and RN-BSN program to use these in any and all media, now or hereafter known, and exclusively for the purpose of education in clinical simulation and nursing information projects which utilize technology.

I further consent that my name and identity may be revealed therein or by descriptive text or commentary.

I do hereby release to SOUTHERN GEORGIA STATE COLLEGE, its agents, and employees all rights to exhibit this work in print and electronic form publicly or privately and to market and sell copies. I waive any rights, claims, or interest I may have to control the use of my identity or likeness in whatever media used.

I understand that there will be no financial or other remuneration for recording me, either for initial or subsequent transmission or playback.

I also understand that SOUTHERN GEORGIA STATE COLLEGE is not responsible for any expense or liability incurred as a result of my participation in this recording, including medical expenses due to any sickness or injury incurred as a result.

I represent that I am at least 18 years of age, have read and understand the foregoing statement, and am competent to execute this agreement.

Student Signature __________________________ Date __________
5/2012, Revised 2/2013, Reviewed 8/2015, Revised 4/20/2016 Curriculum Committee; Reviewed 4/2019