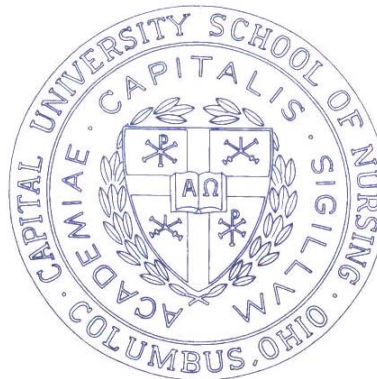


CAPITAL UNIVERSITY  
SCHOOL OF NURSING

# STUDENT HANDBOOK



**BSN COMPLETION PROGRAM**

**2006 - 2007**

Revised July, 2006

Student Handbook Website Location:  
<http://www.capital.edu/acad/nurs/handbook>

# Preface

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Welcome to Capital University and to the School of Nursing! We're pleased you have decided to obtain your Baccalaureate Degree in Nursing and that you have selected Capital University. We offer this BSN Completion Program in Columbus and Dayton.

Returning to college to complete your undergraduate education is a rewarding challenge. Access to specific guidelines, policies and procedures will facilitate your adjustment to the student role.

We have created this handbook as a resource. It is a supplement to the Capital University Undergraduate Bulletin and the Capital University Undergraduate Student Handbook, which may be found on Capital's website. These documents contain educational policies and general information which will address most of your needs and questions.

Please call on us or on your academic adviser with your questions and any concerns as they might arise. Your active participation in your education is the key to your success.

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326 Battelle Hall  
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# Table of Contents

		PAGE #
<b>SECTION I</b>	<b>OVERVIEW OF THE PROGRAM</b>	<b>1 - 3</b>
Accreditation	1	
Ohio Nursing Articulation Model	2	
BSN Program	2	
Honorary Degrees	2 - 3	
Campus Resources	3	
International Study	3	
<b>SECTION II</b>	<b>COMMUNICATION</b>	<b>4 - 6</b>
Student Mailboxes and E-mail	4	
Faculty Mailboxes	4	
Faculty Voice Mail and E-Mail	4	
Bulletin Boards	5	
How to Contact Your Adviser	5	
What Your Adviser Does	5	
Course Registration	6	
Scheduling Considerations	6	
<b>SECTION III</b>	<b>ACTIVITIES</b>	<b>7</b>
Opportunity for Committee Representation	7	
<b>SECTION IV</b>	<b>THE NURSING PROGRAM</b>	<b>8 - 13</b>
Capital University Mission	8	
Capital University Goals	8	
Nursing Program Mission	9	
Philosophy	9	
Goals of the BSN Completion Program	10 - 12	
Curriculum Concepts	13	
Curriculum Requirements	13	
Admission Criteria	13	
Graduation Requirements	13	

<b>Table of Contents (continued)</b>		<b>PAGE #</b>
<b>SECTION V</b>	<b>ACADEMIC PROGRESS</b>	<b>14 - 19</b>
Grading Scale	14 - 15	
Honors Eligibility	15	
Pre-Requisites for Nursing Courses	15	
Petitions	16	
Academic and Professional Integrity ; Sanctions	16	
Dismissal Academic	17	
Disciplinary Probation	17	
Disciplinary Suspension	17	
Disciplinary Dismissal	17	
Accountability	18	
Problematic Performance	18 - 19	
<b>SECTION VI</b>	<b>CAMPUS RESOURCES</b>	<b>20 - 21</b>
The Center for Excellence in Learning and Teaching	20	
Writing and Science Workshops	20	
Tutoring	21	
Disability Services	21	
The Library and Information Technology	21	
Computer Laboratories	21	
Capital University's Homepage	21	
<b>SECTION VII</b>	<b>CLINICAL COURSES</b>	<b>22 - 23</b>
Pre-requisites for Clinical Experiences	22	
Process for Meeting Prequisites	22	
Travel to Clinical Settings	22	
Clinical Awareness Issues	22	
Eligibility for Clinical Placement and Employment	23	

<b>SECTION VIII</b>	<b>SCHOLARSHIPS, HONORS, AWARDS AND STUDY OFF-CAMPUS</b>	<b>PAGE #</b>
		<b>25 - 26</b>

Scholarships	25
The Dean's List	25
Honors Convocation	25
International Nursing Honor Society	25 - 26

<b>SECTION IX</b>	<b>GRADUATION ACTIVITIES</b>	<b>27</b>
-------------------	------------------------------	-----------

Preparing for Graduation	27
Nursing Job Fair	27
Pinning and Hooding Ceremony	27

## Table of Contents

## PAGES

### APPENDIX SECTION

28 - 84

Curriculum Audit Sheet	29 - 31
Course Descriptions	32 - 34
General Education Courses	35 - 36
Nursing Core Requirements	36
Sciences	36
Conceptual Framework / Conceptual Definitions	37 - 40
Faculty Expectations of Student Behavior	41 - 44
Problematic Performance	45 - 48
Writing Policy for Students / Ruberic	49 - 51
Policy on the Use of the Helene Fuld Computer Laboratory	52 - 53
Guidelines for Use of the Nursing Skills Laboratory	54 - 55
Uniform Policy	56 - 57
Policy on Immunization and Health Assessment	58 - 63
Policy and Guidelines on Occupational Health	64 - 65
Exposure Control Plan	66 - 68
Guidelines for Caring for Persons with Known Contagious Diseases	69 - 70
Policy and Procedures on Exposure to Contaminated Fluids in the Skills Lab	71 - 72
Policy on Excused Absences	73 - 74
The Roberta Hartmann Adult Learner Scholarship	75 - 76
Columbus Campus Map – Driving Directions	77 - 79
Dayton Center Map – Driving Directions	80
BSN Completion Contact Information	81 - 82
School of Nursing Table of Organization	83 - 84



## Overview of the Program

Capital University was founded as a Lutheran Seminary in 1830, chartered as a university in 1850 and is the oldest comprehensive university in central Ohio. Trinity Lutheran Seminary, adjacent to Capital's Columbus campus, selected a separate Board of Trustees in 1959. Capital University's current six colleges in order of entering the university are: The College of Arts and Sciences (1850), the Conservatory of Music (established 1918; became Conservatory 1928), the School of Nursing (founded 1950; college status 1965), and the Law School (1966). The Graduate School of Administration (1973) was integrated into the School of Management (2001) and the School of Education, Professional Studies and Social Work, which includes the Centers for Lifelong Learning in 2003. At this time, the University offers six undergraduate degrees, six graduate degrees and more than 70 undergraduate majors to its 4000 students. Capital University's Center for Lifelong Learning, with campuses in Columbus and Dayton, offers access to undergraduate degrees in the arts and sciences.

The School of Nursing offers the Baccalaureate of Science in Nursing (BSN) degree to traditional students and to registered nurse (RN) students (in cooperation with the Center for Lifelong Learning on the Columbus campus and at the Dayton Center). Through the Graduate Program in Nursing, launched in 1994, students may earn a Master of Science in Nursing (MSN) degree or one of three dual degrees: an MSN/MBA (Master in Business Administration), MSN/JD (Juris Doctorate), or MSN/MALM (Master of Arts in Lay Ministry). The programs of The School of Nursing are approved by the Ohio Board of Nursing and accredited by the Commission for Collegiate Nursing Education (CCNE).

The School is a charter member of the American Association of Colleges of Nursing and the North American Consortium of Nursing and Allied Health for International Cooperation. Capital also holds membership in the American Council for Higher Education, and is a sustaining member of the National Student Nurses Association. Faculty's commitment and diversity leads the School to affiliate with all major central Ohio and multiple community agencies in order to enhance clinical education and professional perspectives of students.

### OHIO NURSING ARTICULATION MODEL

The BSN Completion Program is a participant in the *Ohio Nursing Articulation Model (ONAM)* which exists to facilitate educational mobility for RNs. *(Please visit the following website to view the Ohio Nursing Articulation Model.)*

<http://www.ohioleaguefornursing.org/PDF%20files/HFFinalDocument.pdf>

### BSN PROGRAM

Over the years, innovation, creativity and service have characterized the School of Nursing. The School pioneered the incorporation of nursing research at the undergraduate level, was in the forefront of the wellness movement in nursing education and in precepted learning experiences for senior students. At the height of the national interest in the space program, the School, with the help of the United States Air Force, was the first in the free world to offer a number of its students short-term study in aerospace nursing. The School has long demonstrated a strong commitment to the transcultural aspects of nursing with increasing emphasis within the curriculum. Faculty and students, with intentionality, regularly respond to requests for participation in studies from master and doctoral students as well as from faculty and researchers from other institutions. Faculty and students conduct institutional and professional research consistent with the mission of the University.

A federal grant between 1978 and 1981 allowed the School to take the BSN program to rural areas of southeastern Ohio for RN students. This activity enhanced faculty skills in adult education and laid the groundwork for today's successful adult degree approach for RN students on the Columbus and Dayton campuses. RN students have enrolled at Capital to complete their degrees from various Ohio counties, neighboring states, and other countries

### **Honorary Degrees:**

A desire to recognize and celebrate nursing's contributions to society has been operational through the nominations of outstanding nurses for honorary degrees from Capital University. To date, six nurses have been so honored. They are:

- Pearl Tucker, Col., USAF, Retired
- Geraldine Price, Director of the Division of Nursing at the Ohio Department of Health
- Dorothy Cornelius, Executive Director of the Ohio Nurses Association and past ANA and ICN President
- Juanita Thiele, founder of the school and a leader in nursing education and global service
- Mary Jane Sievwright, nursing leader in Jamaica and ICN
- Sister Roni Daniels, advocate for the homeless and health care provider in Washington, D.C., Haiti and the Dominican Republic

### Nursing Honorary

A chapter of Sigma Theta Tau International Honor Society of Nursing, Theta Theta, was chartered at Capital University in 1986. Capital's Theta Theta Chapter was subsequently recognized with a major award, the chapter Key Award, from the International Honor Society in 1991. This honor is impressive for so young a chapter since only 26 chapters in undergraduate nursing programs were selected from among the over 300 chapters worldwide.

Junior and senior traditional students, BSN Completion students, and graduate students are eligible by invitation for election to Theta Theta Chapter of Sigma Theta Tau International Honor Society of Nursing based on scholarship and leadership. The Chapter offers programs for the nursing community each year.

### Campus Resources

Faculty welcomed computer technology early in the 1980s and developed a computer lab and elective course for students. The School's Helene Fuld Health Trust Learning Resources Laboratory (Fuld Lab) was selected in 1991 as a national beta test site for the International Nursing Library at the Center for Nursing Scholarship by Sigma Theta Tau International.

### International Study

International study began in 1991 when the first group of six nursing students traveled to Kingston, Jamaica to study pediatric nursing and community health nursing in cooperation with Capital's International Education Program and the University of the West Indies. The School next offered options for clinical study with the homeless in Washington, D.C. This site is illustrative of other avenues for enhancing students' appreciation for cultural diversity in addition to local service options that have been in the curriculum such as Faith Mission and the Soup Kitchen. Study abroad opportunities include England and Sweden. This option is rarely possible for BSN-C students due to job commitments.

The School and its faculty are poised for the health care reform challenges of the new century and have made a significant contribution to the community through the establishment of a competency-based, interdisciplinary, graduate program in nursing.



## Communication

**T**he work, school and personal schedules of BSN Completion students are extremely varied. Therefore, it is imperative that optimum channels of communication be maintained so that you will know what is going on in the School of Nursing (SON) and the University. Students are responsible for notifying the BSN Completion Program Coordinator, BHSN 316 of any changes in name, address, and telephone number.

**Columbus: BSN-C** Program Coordinator, School of Nursing,  
One College and Main Street  
Columbus, Ohio 43209-2394  
(614) 236-6345

### STUDENT MAILFOLDERS

Every BSN Completion student has a mail folder. In Columbus these mail folders are located in the file cabinet in the third floor lobby of Battelle Hall near the elevator. In Dayton, mail folders are located in the file cabinet in the first floor main lobby suite. Nursing mail folders are arranged alphabetically. Please check your mail folders frequently. They are used to distribute program information to currently enrolled students. Faculty may opt to use student mail folders to return papers. Students may also use them to communicate with each other.

### STUDENT E-MAIL

All Capital University students receive a free Capital e-mail account. Capital University uses this e-mail address to communicate with students. The Capital account is accessed easily through Capital's home page. In Columbus, submit your application for your Capital email and Blackboard accounts to IT in the basement of the Library. In Dayton, check with your advisor to set up your university email account. Even if you use another email address, please use your Capital email for university-related business and check it daily. If you have questions, contact Information Technology at 614-236-6508

### FACULTY MAILBOXES

In Columbus, nursing faculty mailboxes are located in the School of Nursing are found in BHSN Room 330 (the Xerox room.) Faculty mailboxes for Dayton students are located in a room called the Faculty Mail Room behind the desk.

### FACULTY VOICEMAIL

In addition to the faculty mailboxes, full-time faculty also have voice mail on their office telephones  
(See Appendices)

### FACULTY E-MAIL

All faculty have e-mail addresses. (See Appendices)

### BULLETIN BOARDS

Bulletin boards are nearly as important as mailboxes. Announcements of campus events will be found on bulletin boards in the Campus Center and throughout campus in Columbus. In Dayton, bulletin boards are in the main lobby.

In Columbus, information specifically for nursing students is posted on the bulletin boards located on the third floor of Battelle Hall. Course notices, job opportunities, scholarship, and general information are posted on several bulletin boards in the elevator lobby area and hallway. Theta Theta, Capital's chapter of Sigma Theta Tau, the Nursing Honor Society maintains a bulletin board in the elevator lobby area. There is a bulletin board for BSN Completion students in the long hallway off the lobby area. You will find pertinent messages for students from the Dean, Director of the BSN Completion program, Faculty, Staff, and Peers. Announcements of academic and social events within the School of Nursing and the University will also be posted on this board.

### YOUR FACULTY ADVISER

Each student is assigned a School of Nursing faculty member as an adviser. Advisers have a variety of teaching and committee responsibilities. Due to clinical commitments in health care agencies, faculty may not return to campus on some days; therefore, it is strongly suggested that you make arrangements ahead of time if you need to see your adviser. Once you are progressing in the program, you may feel comfortable meeting with your advisor less often. The use of voicemail and email facilitates this communication.

### HOW TO CONTACT YOUR ADVISER

You may contact your adviser by telephone, by leaving a message in her mailbox (in BHSN 330), in Columbus or Faculty mailboxes in Dayton, or you may send an e-mail.

### WHAT YOUR ADVISER DOES

Your adviser will: a) provide you with guidance in planning your academic schedule, b) monitor your progress through the programs, c) facilitate solutions to academic problems, and d) be available for general advice.

The BSN Completion Program has a philosophy of self-directedness and this is part of the of the advising process. Your adviser will assist you in completing your curriculum in a timely manner. However, the ultimate responsibility for fulfilling all the curriculum requirements for your BSN degree is yours. Be sure to review your academic evaluation form each semester. This form is updated by the Registrar's office each semester you are enrolled and accessible on the Web Advisor in Capital's internal portal.

### COURSE REGISTRATION

Registration is done online by students, following consultation with your advisor. Your advisor must release you electronically for you to be able to register. About six to eight weeks before the end of the semester, a list of courses for the next semester will be e-mailed to all students. Course listings are also found on the Web Advisor on the Inside Capital portal. At that time you should contact your advisor. Don't wait for your advisor to contact you about scheduling. If you are on financial hold registration cannot be completed until you have settled your account.

You must do all dropping and adding of courses through your advisor. This applies whether you are taking courses in Columbus or Dayton. If you do not go through your advisor, processing will be delayed, which might cause you to be closed out of a course you want to take or to be billed for a course you want to drop.

### SCHEDULING CONSIDERATIONS

Although the University Core courses do not have to be taken in order, it is wise to take UC110 Reading and Writing Skills and UC 120 Speaking and Listening Skills early in your program if you do not have transfer credit for them. Many times nurses have not been asked to write formal, referenced papers for years before returning to school and a writing course greatly eases the transition to that requirement. The skills learned in these courses will help you be successful in other courses.

Nursing 425 is a capstone course and is taken the final semester of your program. Your advisor will help you develop a plan for completing your BSN.

In regards to signing up for classes, please do not sign up for a class for which you know in advance you will need to miss one or more sessions. With very few formal meeting times in the adult format of class offerings, it is imperative that students plan to attend every session. Faculty understand that situations do arise beyond a student's control but if scheduled travel plans, family activities, etc. are known in advance, the student should wait until another turn to schedule that course.



## Activities

**B**SN Completion students are encouraged to participate in campus and School of Nursing activities as much as time and interest permit. Numerous activities including lectures, musical events, sporting events, and plays take place on the Columbus Campus. Attendance at these events will help you feel part of the University. Check Capital's website, bulletin boards and the campus newspaper for details.

### OPPORTUNITY FOR COMMITTEE REPRESENTATION

The BSN Completion Program Committee is composed of faculty who teach and/or advise in the BSN Completion program. Students are invited to sit on this committee each year. Our goal is to have one student on the committee. The function of this committee is to oversee all matters related to the BSN Completion program.

If you are interested in serving on a committee, let your adviser or the BSN Completion Program Director know. A BSN Completion representative to committees is sought in the fall or whenever there is a vacancy. The Committee representative name is posted on the BSN Completion bulletin board.

## The Nursing Program

**T**he philosophy, goals and curriculum concepts of the School of Nursing provide both the foundation and the framework for the nursing program.

### CAPITAL UNIVERSITY MISSION

Transforming lives through higher education. By drawing upon its Lutheran heritage of free inquiry, Capital University:

- provides for personal growth by encouraging, enabling, and celebrating learning;
- prepares individuals to be knowledgeable, independent, critical thinkers - educated for lives of leadership and service in an increasingly diverse society;
- inspires individuals to be morally reflective, spiritually alive, and civically engaged through our Lutheran heritage of free inquiry.

### CAPITAL UNIVERSITY GOALS

Capital University prepares a diverse student body for life and work through undergraduate and graduate curricula that balance liberal studies with professional and career fields. Through an extensive curriculum and numerous student-centered activities, the effectiveness of which is assessed, Capital University students will develop skills in:

- thinking critically,
- reasoning logically and
- Communicating clearly.

Students also will be encouraged to:

- develop their leadership and service potentials,
- become independent, lifelong learners and
- develop a sense of values that guides personal decision-making.
- Develop intercultural competencies and the ability to work in diverse groups.

### NURSING PROGRAM MISSION

Educating professional nurse leaders for lives of service promoting health and healing within our diverse community.

### PHILOSOPHY

Capital University is a comprehensive, private, church-related university philosophically committed to providing a liberal arts education within a caring environment. Based on the University's fundamental commitment to its Lutheran heritage, the School of Nursing encourages the pursuit of moral, ethical, and social growth as well as attainment of intellectual goals. Faculty expects all undergraduate and graduate students to participate actively in the learning process.

Professional education is geared toward the attainment of a specialized body of knowledge pertaining to a discipline through commitment to the social, ethical, and scholarly standards of the profession. Faculty expects students to commit to lifelong learning and contribute to society.

Professional education fosters the acceptance of responsibility for critical thinking and decision making congruent with level of practice. Baccalaureate education provides opportunities for the development of personal qualities such as creativity, maturity, and the expansion of intellectual and cultural perspectives. Graduate education extends the development of these qualities both in depth and scope.

Preparation for baccalaureate professional nursing practice is based on a program of studies that includes nursing science, physical and behavioral sciences, and the humanities. Synthesis of theories, principles, and research from nursing and related disciplines enhances nursing's specialized body of knowledge. Preparation for graduate professional nursing practice is based on a program of studies that includes theories, research, and advanced clinical skills within a multidisciplinary context.

The central concern of nursing is the health of people within the contexts of their culture and social systems. Health is a state of well being that is culturally defined, valued, and practiced. Health reflects the ability of individuals, families and groups to perform daily activities to their optimum potential. Transition describes the process by which individuals progress along a continuum of professional growth. Nurses assist individuals to obtain or maintain optimum levels of health using problem solving that involves assessment, diagnosis, planning, implementation, and evaluation as well as collaboration with individuals, families, groups, and health team members.

Capital University School of Nursing faculty believes that individuals learn through their experiences in a culture that values learning. Creation of this culture is the mutual responsibility of learners and teachers. Faculty fosters a personal commitment to critical thinking, caring, and communication among each other, students, and clients of nursing.

### GOALS

In addition to the competencies of the general education goals of the University, these goals based on the philosophical concepts of the undergraduate curriculum of the Capital University School of Nursing are designed to prepare professional practitioners.

The graduate will incorporate standards of professional nursing practice by achieving the following goals:

#### **Using critical thinking to apply knowledge from nursing science, the liberal arts, and behavioral sciences.**

Competencies demonstrating critical thinking include the ability to:

- Collect and analyze data necessary to plan and deliver nursing care.
- Acknowledge and holistically assess individuals, families, and communities.
- Analyze the assessment data to determine the level of health present.
  - Explain how the interrelationships among the environment, individuals, families, groups, and communities influence health and health care.
- Develop and prioritize a plan of care.
- Deliver safe, competent and effective nursing care based on cognitive, psychomotor and affective knowledge and skills with individuals, families, aggregates and communities.
  - Apply information gained from nursing and related research to improve health.
- Teach clients principles of health promotion, risk reduction and disease prevention at their level of knowledge and skill.
- Evaluate the efficiency and effectiveness of the care provided.

#### **Communicating effectively to collaborate with clients, nurses and other disciplines.**

Competencies demonstrating achievement of effective communication include the ability to:

- Use appropriate oral, written and nonverbal communication skills.
- Acknowledge and use the contributions of clients and members of health care delivery systems.
- Demonstrate behaviors that facilitate a collegial approach to care.

- Delegate tasks to others in accordance with professional standards.
- Document nursing care according to current professional and legal guidelines.
- Represent the School of Nursing and affiliating agencies with respect and dignity.

### **Demonstrating caring in the practice of professional nursing.**

Competencies demonstrating caring include the ability to:

- Incorporate the Patient Bill of Rights and Codes of Ethics in client care situations, maintaining client confidentiality.
- Deliver safe, competent care based on Practice Standards as defined in the State Nurse Practice Act.
- Use cognitive, psychomotor and/or affective therapeutic interpersonal process to comfort, nurture and motivate individuals, families and groups.
- Convey unconditional positive regard for individuals and families.
- Demonstrate personal responsibility and accountability for professional behaviors.

### **Functioning within a variety of systems.**

Competencies demonstrating systems knowledge include the ability to:

- Promote continuity of care across health care settings.
- Involve clients, their support systems and other health care professionals when providing and managing nursing care in a variety of settings.
- Demonstrate flexibility while maintaining professional standards in response to change.

### **Facilitating transitions for self and clients.**

Competencies demonstrating transition include the ability to:

- Use knowledge of human development and family theory when planning and implementing nursing care.
- Collaborate with others to promote the practice of behaviors that enhance health for self and clients.
- Develop ongoing professional goals.

**Demonstrating cultural competence.**

Competencies demonstrating cultural competence include the ability to:

- Be sensitive to and respect the beliefs, values and health care practices of clients from diverse backgrounds.
- Acquire knowledge about a client and/or another culture group and practice skills of cross-cultural communication, cultural assessment, cultural interpretation and intervention when providing care.

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### CURRICULUM CONCEPTS

The vision of nursing held by the faculty serves as the organizing framework for the curriculum and this vision is expressed in the conceptual framework. Health is the over arching concept with a focus on health promotion, disease prevention and risk management. Faculty believe that six concepts are essential to nursing: caring, critical thinking, and communication are process concepts. The three remaining concepts offer a frame of reference for nursing practice and these concepts are culture, systems, and transition (Refer to Appendix).

### CURRICULUM REQUIREMENTS

The BSN Completion Program requires 124 semester hours of study.

After your transcript is received by the Registrar's office, an evaluation of your transfer credits will be completed and sent to you and your adviser. Your adviser will indicate which courses you need to complete to fulfill curriculum requirements.

### ADMISSION CRITERIA

- 1) Graduation from accredited associate degree or hospital diploma School of Nursing.
- 2) Current license to practice professional nursing in Ohio.

### GRADUATION REQUIREMENTS

Academic graduation requirements include the following:

- 1) completion of 124 semester hours and all the required courses (the last 30 out of 36 semester hours must be taken at Capital). RNs must successfully complete both the general education and required nursing courses. Elective hours make up the remaining hours to graduate.
- 2) grade of C or better in all nursing courses, and
- 3) a cumulative grade point average of 2.25 or higher for all courses taken at Capital.

# Section V

## Academic Progress

**P**rogression in the School of Nursing requires demonstration of capable and acceptable performance in nursing throughout the curriculum. Knowledge building is progressive and cumulative from initial through final course work, requiring the retention and application of knowledge and skills from the sciences, general education and prior nursing courses. Thus, BSN Completion students remain accountable for knowledge that has been demonstrated earlier, both in coursework prior to coming to Capital and in classes at Capital. If academic assistance is needed, the student should contact her/his adviser for information about campus and other resources.

### GRADE POINT AVERAGE (GPA)

Grade point average (GPA) is the measure of your academic performance and is based on courses taken at Capital. Transfer courses are not calculated in your GPA. University courses are graded on a 4 point scale; A = 4.00 points; A- = 3.67 points; B+ = 3.33 points; B = 3.00 points; B- = 2.67 points; C+ = 2.33 points; C = 2.00 points; C- = 1.67 points; D+ = 1.33 points; D = 1.00 points; F = 0.00 points. The GPA is determined by dividing the total quality points earned by the total hours attempted.

Example	Credit Hours	Grade	Quality Points
Nursing 409	3 hours	B (3 pts)	9
UC 150 Global Issues	3 hours	A (4 pts)	12
Total	6 hours		21 points (Divided by 6 credit hrs.) = 3.50 GPA

The GPA is cumulative and reflects overall performance. If the GPA falls below 2.25 the Registrar will place the student on academic probation and a notation is entered in the student's record. If a student earns a GPA of 3.40 while carrying a full load of 12 hours or more of graded courses, the student will be named to the Dean's List and a notation is entered on the student's record.

### GRADING SCALE

Academic progress is monitored by the student with the assistance of the faculty adviser.

In the School of Nursing, the following scale is used to determine course grades:

94-100	A
92-93	A-
90-91	B+
86-89	B
84-85	B-
82-83	C+
76-81	C
70-75	D
69 or below	F

Acceptable performance in nursing courses means a grade of C or better. A student who receives a D or lower in a nursing course must repeat the course and earn a grade of C or better before progressing to the next level of nursing courses. Grades of C- and D+ are not given in nursing courses. A nursing course may be repeated only one time; no more than two (2) nursing courses can be repeated.

### HONORS ELIGIBILITY:

Honors are entered on the student's academic record at the time of graduation in accordance with the following guidelines which are based on the grade point average earned at Capital.

Cum Laude	3.50 – 3.69
Magna Cum Laude	3.70 – 3.849
Summa Cum Laude	3.85 – 4.00

To be eligible for honors, the candidate **MUST** complete a minimum of 45 semester hours of **letter-graded** courses at Capital University.

### PREREQUISITES FOR NURSING COURSES

1. To register for 415: Nursing of Families and Communities for RNs, a student must have completed N315 and N316, N402 and N409.
2. To register for N425: Nursing Management and Practice for RNs, a student must have completed N315, N316, N402, and N415.
3. To register for Nursing 409: Nursing Research for RNs, a student must have taken statistics or have permission from instructor.

### PETITIONS

Should a student not meet progression criteria, the student may prepare a written petition to request exception to academic policy for review and a decision by the BSN Completion Program Committee. The student first seeks guidance from the academic adviser. The BSN Completion Program Committee may consult with the adviser, course faculty or college administrators. Course availability and staffing, as well as student performance, are aspects of the decision. The decision of the committee is final unless new information is presented.

### GRIEVANCE

#### ACADEMIC AND PROFESSIONAL INTEGRITY; SANCTIONS

Both academic and professional integrity are expected of all students. Any and all forms of cheating are considered academic misconduct, (i.e., copying, using the work of other students, plagiarism using another's ideas or words without proper documentation). Professional misconduct includes giving false clinical information either verbally or in writing, committing acts which jeopardize the welfare of clients, or behavior considered to be not consistent with professional standards. The penalty in a course, if found responsible for academic and/or professional misconduct, is failure of the course. (See University Bulletin).

Situations involving academic or professional misconduct, as well as compromised quality of academic performance, are reviewed by the BSN Completion Program Committee of the School of Nursing in regular or specially called meetings. This committee determines whether to place a student on:

#### Academic Warning:

The student is notified that a pattern of low performance has been demonstrated and must be resolved in order to maintain good academic standing in the School of Nursing.

#### Academic Probation:

A student is placed on academic probation whenever his/her cumulative grade point average falls below the required 2.00 GPA for normal progress. A student will also be placed on academic probation for unsatisfactory clinical performance. Such action will be noted on the student's academic record. The student is encouraged to seek assistance from his/her adviser.

#### Academic Suspension:

A student on academic probation, who has not made progress toward the removal of probationary status at the discretion of the college, is subject to suspension from the school or college in which the student is enrolled and may be subject to dismissal from the University.

**Dismissal, Academic:**

A student ordinarily will be academically dismissed when any of the following conditions exist:

1. if, following suspension from a reinstatement to the university, the student continues to work at levels below those established by the school or college in which he or she is enrolled;
2. if, the student displays a fundamental lack of ability or motivation to achieve a baccalaureate degree.

A student who receives a notice of academic dismissal from the dean of the undergraduate school or college has the right to appeal to the vice president for Academic Affairs before dismissal becomes official. A student who has been dismissed will have this action noted on their academic record.

The university reserves the right to dismiss at any time a student whose academic or professional behavior is unsatisfactory. A period of probation is not necessary for dismissal.

**Disciplinary Probation:**

The student is placed on disciplinary probation for a breach of academic or professional integrity, including, but not limited to, cheating, plagiarism, falsification of clinical data, commission of acts which jeopardize the welfare of clients, and behavior inconsistent with professional standards.

**Disciplinary Suspension:**

For repeated or severe violations of academic or professional integrity, the student may be suspended from the School of Nursing for one academic semester/trimester or for an entire academic year.

**Disciplinary Dismissal:**

A student may be dismissed when any of the following conditions exists:

If a student is convicted of (or enters a plea of guilty or not contest to) a felony or serious misdemeanor.

If, following suspension from and reinstatement to the University, the student continues to work at levels below those established by the School of Nursing.

If, following disciplinary suspension and reinstatement to the School of Nursing, the student continues to demonstrate academic or professional misconduct;

If the student displays a fundamental lack of ability or motivation to achieve a baccalaureate degree;

If the BSN Completion Program Committee has recommended dismissal to the full faculty, and the faculty affirms this recommendation.

It is not necessary for the student to be placed on probation or suspension prior to dismissal from the School of Nursing. Decisions by the BSN Completion Program Committee are binding. Recommendation for student dismissal made by the BSN Completion Program Committee will be acted on by the faculty of the School of Nursing. Appeal of decisions (related to warning, probation, and suspension) can be made to the Executive Committee of the School of Nursing on the basis of new information. Appeal of dismissal decisions can be made to the Provost only on the basis of new information.

### ACCOUNTABILITY

One of the foundations of professional nursing is accountability. The educational setting, like the work setting, has the expectation that students will assume responsibility for their own behavior and accept the consequences when their behavior fails to meet the expected norm. Additional guidelines may be contained in the course syllabi.

### PROBLEMATIC PERFORMANCE

The School of Nursing faculty expect specific behavioral characteristics of the student that include but are not limited to accountability, safety in clinical practice, responsibility for learning and professionalism in attitude and communication. A student who has been identified by faculty as exhibiting behaviors not congruent with the School of Nursing expectations or with specific course objectives will have certain interventions implemented that:

1. Document the behavior that has been identified.
2. Inform the student, the adviser, the BSN Completion Program Affairs Sub-Committee, and the Program Director of concerns related to student performance.
3. Prescribe strategies for student change that may lead to the student's growth and successful completion of the course.
4. Document the behavior of growth/progress.

The mechanism that has been developed in the School of Nursing to identify faculty concerns related to student performance is found in the Problematic Performance Form. A Problematic Performance Form is completed when the faculty member has identified that the student is performing below the minimal expectations in areas of learning, accountability, professional attitude, communication or clinical safety. The Problematic Performance Form details the procedures that are put into effect when necessary.

### PROCEDURE

A Problematic Performance Form will be completed if a faculty member has identified that a student is performing below the minimal expectations in areas of learning, accountability, professional attitude, communication or clinical safety. The Problematic Performance record will include a complete description of the student behavior and goals/strategies that must be achieved to modify the behavior. Both student and faculty will discuss the performance record; agree upon a date for reevaluation of performance, sign and date the form. After the student and faculty have discussed the behavior and goals for performance improvement, the student is expected to complete a response. After both documents are complete, copies need to be sent as instructed on the form.

## Campus Resources

All of us at Capital want you to have a successful college experience. In addition to individual faculty there are a number of other resources to help you on your way to success.

You will receive a course syllabus for each course in which you are enrolled. These syllabi will differ from course to course but will provide specific information about each course, its content, and the required assignments.

Review the syllabus and course materials carefully. Be sure you understand how the class will be conducted, what faculty expect of you, and what you might expect of faculty. If you have questions, ask the faculty teaching the course. Do not depend on other students for course information.

### CENTER FOR EXCELLENCE IN LEARNING AND TEACHING (CELT)

The Center for Excellence in Learning and Teaching (CELT), located in The Learning Center, coordinates services which support academic achievement and administers disability services. Tutoring services may also be arranged through the Center. The phone number is 614-236-6284.

### WRITING WORKSHOPS AND STATISTICS HELP SESSIONS

Help sessions are available in Dayton and Columbus. If a faculty member refers you to the Writing Workshop, you are expected to participate in whatever activity the workshop staff recommends. Your participation may be considered a requirement for that course. Although Writing Workshop activity is not part of the course grade, this activity must be verified before the grade for the course is submitted to the Registrar.

You will be expected to write term papers for many of your courses. Faculty members will inform you of the guidelines they expect you to follow. Please see further details in the Appendix.

The Math Department offers help sessions to assist students enrolled in statistics in Columbus and Dayton. Specific information is available through the CELT from the department chairs, or the course faculty.

### TUTORING

If you require additional assistance with your course work, see the faculty member first. The faculty member may work with you individually and/or refer you to the CELT. You may also contact the Dean of Nursing or Director of the BSN Completion program for assistance in arranging tutoring. Please don't delay in seeking academic assistance should you need it; it is more difficult and it may not be possible to rectify learning problems at the end of the term.

### DISABILITY SERVICES

If you have a documented learning disability, or believe you may have one, contact the Center for Excellence in Learning and Teaching. Staff in this office can advise you regarding testing and the types of accommodations that can be arranged.

### THE LIBRARY AND INFORMATION TECHNOLOGY (IT)

Please take advantage of the opportunity to become acquainted with the library. The librarian will assist you in using the computer databases or any of the library services or collection. Information Technology is located in the basement in the library building. The hours are the same as those of the Library. Information Technology provides IBM compatible and Macintosh computers. These are available for individual student use except when they are scheduled for a class. A librarian is on staff one evening per week to assist you in Dayton.

### COMPUTER LABORATORIES (COLUMBUS CAMPUS)

In Columbus the Helene Fuld Computer Laboratory, with Internet access, located on the third floor of Battelle Hall, Room 366 is directed toward the needs of nursing students. There are IBM compatible computers with CD-ROM, and laser printers. The computers have programs for word processing, writing resumes, medical terminology, anatomy and physiology review, math and chemistry, and nursing simulations. The lab is open Monday through Friday during the day and, some hours in the evenings and on weekends. The specific hours, which vary from semester to semester, are posted on the door of the Fuld Lab. Students living off campus are advised to call ahead 236-6635, because coverage is not provided if the assigned work-study student is unable to be present.

### CAPITAL UNIVERSITY HOMEPAGE (<http://www.capital.edu>)

Capital's homepage is a source of useful information for students. Campus services, such as the bookstore, finance office, information technology and registrar have sites with extensive information and forms

## Clinical Courses

### **P** REREQUISITES FOR CLINICAL EXPERIENCES

The courses in community health and in management and leadership have a clinical component. Prior to enrollment in each course, you must:

- 1) Current RN licensure (or eligible licensure) in Ohio
- 2) Be currently certified in cardiopulmonary resuscitation (CPR).
- 3) Hold current professional liability insurance 1,000,000/\$6,000,000).
- 4) Be current in your immunizations. (including Hepatitis B)
- 5) Obtain a criminal background check. (including fingerprinting)
- 6) Obtain a current TB (PPD) and update it annually.
- 7) Have a completed health assessment
- 8) Urine drug screen

### PROCESS FOR MEETING PREREQUISITES

The program coordinator will send you a letter electronically about how to meet these requirements. You will need to provide her with evidence that you meet the requirements. You will not be allowed to participate in clinical learning experiences if you have not met these requirements by the first day of class.

### TRAVEL TO CLINICAL SETTINGS

You will have clinical experiences in agencies in the Columbus or Dayton area. Students are responsible for providing their own transportation to clinical agencies. Neither the School of Nursing nor the course faculty can assume responsibility for arranging transportation. It is essential that those who drive automobiles have appropriate insurance.

### CLINICAL AWARENESS ISSUES

While you are in the clinical facility, you will represent Capital University and the nursing profession. You, the School of Nursing and the University will be judged by your behavior. As a student in the BSN Completion program, you are expected to abide by policies related to the transmission of diseases and to adhere to ways you can protect yourself and others from exposure and safety hazards. These are included in the Appendices.

### ELIGIBILITY FOR CLINICAL PLACEMENT AND EMPLOYMENT

Sections 173.41, 3701.881, 3712.09, 3721.121 and 3722.151 of the Ohio Revised Code prohibit the employment of individuals with select criminal records in certain settings: direct care to older adults through passport agencies; care to children and older adults through home health agencies; direct care to older adults in hospice programs; direct care to older adults in adult daycare programs; and direct care to older adults in adult care facilities (nursing homes).

Fingerprinting is a required component of a background check. Some clinical agency affiliates of the School of Nursing may require evidence of a satisfactory criminal background check as a condition of clinical practice by students in practicums.

Individuals seeking a degree in nursing need to be aware of laws governing employment and standards of professional nursing practice. The Dean of the School of Nursing can discuss, in confidence, any individual situation and can make referrals for more information.

## Scholarships, Honors, Awards, Study Off-Campus

### **S** CHOLARSHIPS

In addition to primary scholarships, awards and grants which are open to all students, there are scholarships specifically designated for nursing students. These include scholarships from the United States Military branches which require subsequent military service and scholarships from various health care agencies which require employment with the agency following completion of the program. Information about military scholarships is available from the local military recruiter on campus, located on the first floor of Battelle Hall. Information about other scholarships may be obtained from the School of Nursing office, the Financial Aid Office and the bulletin board on the 3rd floor of Battelle Hall.

The Roberta Hartman Adult Learning Scholarship is awarded to one adult learner each year. (See Appendices for further details.)

### THE DEAN'S LIST

Students carrying 12 or more hours of graded courses who earn a GPA of 3.4 or above are named to the Dean's List in recognition of their academic achievement. A notation is entered on the student's record.

### HONORS CONVOCATION AND RECEPTION

The annual University Honors Convocation is held in April each year. On this day, special awards are given to students whose performance is noteworthy. Some special awards are made to nursing students: The Mrs. Albert Thomas Scholarship Endowment, the Josephine T. Hickey Award, Ruth S. Neikirk Award and the Trudy Retterer Award. These and other awards are described under Additional Awards/Prizes/Scholarships in the University Bulletin.

### INTERNATIONAL NURSING HONOR SOCIETY

Academic achievement, leadership and creativity of nursing students are recognized by invitation to membership in Theta Theta Chapter of Sigma Theta Tau International Honor Society of Nursing. Sigma Theta Tau is the international nursing honor society which recognizes leadership and superior achievement, fosters high professional standards, encourages creative work and strengthens commitment to the ideals and purposes of the nursing profession. Each year the Eligibility Committee reviews the records of junior and senior traditional and BSN Completion students whose GPA is 3.0 or higher. The top 35% of each class is eligible to receive an invitation to join the honor society. Those who are invited and meet the criteria of leadership and scholarship are elected into membership.

Individuals not elected to membership as undergraduates may be invited during graduate school or as a community leader in subsequent years. Programs of the honor society are open to all nurses and students as a professional service. The goal of the honor society is to improve the knowledge base of nurses and thus improve the health of all people worldwide.

## Graduation Activities

### **P** REPARING FOR GRADUATION

When you register for your last semester of classes, you need to complete an application for Graduation and submit a signed audit form to the BSN Completion program coordinator (Room 316) in the School of Nursing. Most of the arrangements for Commencement week are made during the semester prior to your graduation. Your advisor will work with you on this process.

### NURSING JOB FAIR

During the spring semester, the Career Counseling Office sponsors a nursing job fair. Representatives of hospitals and other health agencies from Ohio and surrounding states will be available to provide you with information about employment opportunities. All traditional and BSN Completion students are encouraged to attend each year to develop greater awareness of career options.

### PINNING/HOODING CEREMONY

You will be participating in planning for the special activities of the School of Nursing, including the Pinning/Hooding Ceremony. BSN and BSN Completion graduates receive the Capital University School of Nursing pin and MSN graduates obtain their graduate hoods at this significant ceremony.

The Capital University School of Nursing pin will be an important addition to your uniform once you have graduated. During the academic program you will wear a name pin which identifies you as a BSN Completion student at Capital. After graduation you can wear the School of Nursing pin which identifies you as a graduate of Capital University School of Nursing. The Pinning/Hooding Ceremony is held on to the morning of the May Commencement. At Commencement, you will receive your diploma for the Bachelor of Science in Nursing degree. There is no pinning ceremony at the December graduation.

We hope the information in this handbook has been helpful to you. If you have questions of any kind, don't hesitate to ask your advisor. Best wishes meeting your goals!

## APPENDIX SECTION

PAGE(S)

28 - 84

Curriculum Work Sheet	29 - 31
Course Descriptions	32 - 34
General Education Courses	35 - 36
Nursing Core Requirements	36
Sciences	36
Conceptual Framework / Conceptual Definitions	37 - 40
Faculty Expectations of Student Behavior	41 - 44
Problematic Performance	45 - 48
Writing Policy for Students / Ruberic	49 - 51
Policy on the Use of the Helene Fuld Computer Laboratory	52 - 53
Guidelines for Use of the Nursing Skills Laboratory	54 - 55
Uniform Policy	56 - 57
Policy on Immunization and Health Assessment	58 - 63
Policy and Guidelines on Occupational Health	64 - 65
Exposure Control Plan	66 - 68
Guidelines for Caring for Persons with Known Contagious Diseases	69 - 70
Policy and Procedures on Exposure to Contaminated Fluids in the Skills Lab	71 - 72
Policy on Excused Absences	73 - 74
The Roberta Hartmann Adult Learner Scholarship	75 - 76
Columbus Campus Map – Driving Directions	77 - 79
Dayton Center Map – Driving Directions	80
BSN Completion Contact Information	81 - 82
School of Nursing Table of Organization	83 - 84

APPENDIX A

CURRICULUM PLAN  
AND  
COURSE DESCRIPTIONS

**CAPITAL UNIVERSITY SCHOOL OF NURSING  
 CLL/BSN COMPLETION  
 CURRICULUM WORK SHEET - NEW CORE - NEW CURRICULUM  
 (Updated July 2003 – Effective for Students Admitted Fall, 2003 and after)**

Name
Advisor
Date of Graduation

May graduates due Jan. 30
Aug. graduates due March 30
Dec. graduates due Sept. 30

Sem. Hrs.	Qtr.Hrs.
.67	1
1.33	2
2.00	3
2.67	4
3.33	5
4.00	6

**I. GENERAL EDUCATION REQUIREMENTS (27 HOURS)**

REQUIRED COURSES	SEM HRS	REQUIRED COURSE EQUIVALENT (School, Course # and Title)	SEM HRS	GRADE
UC 110 Reading & Writing	3			
UC 120 Speaking & Listening	3			
UC 150 Global Issues	3			
UC 160 Lifetime Health	3			
UC 200 Cultural Diversity	3			
UC 210 The Arts	3			
UC 220 Religion	3			
UC 310 Humanities	3			
UC 410 Ethical Thought	3			
TOTAL	27		TOTAL	

**II. NURSING CORE (30 Hours)**

**Bio/Physical Sciences (Please indicate previous science courses — no additional biophysical sciences are required of RNs)**

**Biological Sciences**

- 100 (Life Science)
- 280 (Gen. Micro.)
- 231 (Human Anat./Physio. I)
- 232 (Human Anat./Physio. II)
- Chemistry**
- 130 (Chem. Prin. I) (general)
- 131 (Chem. Prin. II) (organic)

Accept whatever sciences are transferred. Require no additional sciences.

TOTAL

SEM HRS	REQUIRED COURSE EQUIVALENT (School, Course # and Title)	SEM HRS	GRADE
4			
4			
4			
4			
4			
4			
4			
24			

**Behavioral Sciences**

Social Science

Psych. 110 (Prin. of Psychology)

3			
---	--	--	--

Statistics

Math 211, Math 215, or  
 Psych. 210

4			
7		TOTAL	

TOTAL

**III. GENERAL ELECTIVES**

(Sufficient hours required to bring total hours to 124 for BSN)

UNIVERSITY/ COURSE TITLE / NUMBER	SEM HRS / GRADE	UNIVERSITY/ COURSE TITLE / NUMBER/	SEM HRS / GRADE
TOTAL ELECTIVE HOURS			
TOTAL HOURS THIS PAGE			

<b>NURSING (65 Hours)</b> [Up to 38 hours of nursing credit may be granted for course work taken at a diploma program]				
REQUIRED COURSES	SEM HRS / GRADE	REQUIRED COURSE EQUIVALENT (School, Course # and Title)	SEM HRS	GRADE
<b>LOWER DIVISION</b>				
201 Human Development	3			
202 Human Nutrition	3			
300 Adults with Chronic Health Alt.	6			
306/307 Pathophys/Pharmacology	6			
321 Parent/Newborn Nursing	5			
322 Nursing of Children/Families	5			
323 Nursing of Adults/Acute	5			
324 Psychosocial Adaptations	5			
*315 Found./Contemp. Issues for RNs	4			
*316 Nursing in a Multicultural Society	4			
*402 Health Assessment for RNs	4			
*409 Nursing Research	3			
*415 Nsg. of Families & Comm. for RNs	6			
*425 Nsg. Mgt. & Practice for RNs	6			
	<b>65</b>			
<b>TOTAL HOURS THIS PAGE</b>				

\*These nursing courses must be completed by RN students at Capital University unless **equivalent** course(s) have been successfully completed in another BSN program.

Total number of hours taken (both pages)	
Total number of hours taken at Capital	
Total number of hours taken in Nursing	

**Effective Fall 2003, 124 semester hours credit are required for the BSN degree.**

**CHECK LIST** **(Date and initial when complete)**

*To be completed term before anticipated graduation*

\_\_\_\_\_ All updated transcripts in file

\_\_\_\_\_ All incompletes removed

\_\_\_\_\_ 30 hours minimum at Capital University

\_\_\_\_\_ 30 hours out of the last 36 hours taken at Capital

\_\_\_\_\_ 20 hours minimum in Nursing at Capital

\_\_\_\_\_ "Graduation Application" and "Final Audit signed by the student"

\_\_\_\_\_ Submitted to Program Director

\_\_\_\_\_ Curriculum audit complete

\_\_\_\_\_ Exit interview completed or scheduled on \_\_\_\_\_

DATE

ADVISOR SIGNATURE  
(sign when audit is complete)

**CAPITAL UNIVERSITY SCHOOL OF NURSING  
COURSE  
DESCRIPTIONS FOR THE BSN COMPLETION PROGRAM  
(Effective Fall 2006)**

The following BSN-Completion nursing courses are required unless a comparable course has been satisfactorily completed in another NLN or CCNE accredited BSN program: N315, N316, N402, N409, N415, N425.

**\*\*N315 FOUNDATIONS AND COMTEMPORARY ISSUES FOR RNs (4).**  
This course provides students with an introduction to theory as well as the conceptual framework of the curriculum. Students critically examine the role of the professional nurse within the context of the current status of the health care delivery system in the United States. The course considers the historical antecedents of modern nursing and health care delivery and the manner in which such issues affect and are affected by professional nursing practice. This web-based course meets face-to-face the first night of class. Learning activities may include a field trip, on-line discussions, journaling, researching issues and writing about a selected professional issue.

**\*\*N316 NURSING IN A MULTICULTURAL SOCIETY (4).**  
This course focuses on the challenges of nurses to provide culturally competent care to members of a multicultural society. Students will examine the effects of cultural beliefs and practices that influence both family health care practices as well as health care delivery. A variety of theoretical models of cultural competency and cultural assessment tools are examined as well as selected complimentary and alternative healing methods. Selected cultural practices will be examined with more depth in student-facilitated seminars. The course will have an on-line component in which students will investigate specified topics and participate in discussion groups.

**\*\*N402 HEALTH ASSESSMENT FOR RNs (4).**  
Students expand their knowledge and skills in health assessment, synthesize health assessment data in planning and providing care, and explore variations in health among clients of different age groups and culture. Prerequisite: none.

**\*\*N409 NURSING RESEARCH FOR RNs (3).**  
This course involves the study of the historical development and current status of research in nursing. The course will include an in-depth examination of the research process, particularly as it relates to nursing. Students will critique published research and implement nursing research utilization strategies. Placement: Senior year or BSN Completion student. May be taken second semester of junior year with recommendation of faculty advisor. Prerequisites for traditional students: Psychology 210 or Math 215; Nursing 110, 201, 202, 300, 301; and two junior-level clinical nursing courses. Prerequisite for BSN Completion students: Psychology 210, Math 215 or equivalent.

**\*\*N415 NURSING OF FAMILIES AND COMMUNITIES FOR RNs (6).**

This course focuses on synthesizing nursing knowledge and public health principles as they relate to families, aggregates and communities. Within a framework of epidemiology, principles of health promotion and primary, secondary and tertiary prevention are emphasized. Clinical learning will include community experiences in homes and a variety of community settings.

Prerequisites: Nursing 315, 316, 402, 409 and current RN licensure.

**\*\*N425 NURSING MANAGEMENT AND LEADERSHIP FOR RNs (6).**

This practice-based course for RN students is designed: (a) to provide the principles of leadership, (b) to increase knowledge about manage, (c) to apply and integrate previous learning, (d) to have enriching precepted experiences in a selected area of professional nursing practice and (e) to demonstrate self-direction by developing and fulfilling a learning contract that reflects individual learning needs in the practice setting. Key concepts include self-directed learning, leadership and management skills, stress reduction, time management, the image of professional nursing, and dealing with diversity in the workplace. A project that requires scholarly inquiry is required.

\*\*These courses must be completed by BSN Completion students at Capital University unless equivalent course(s) have been successfully completed in another BSN program.

**ADDITIONAL Nursing Core Credit:**

Most graduates of an NLN-accredited basic nursing program (both associate degree and diploma) will receive credit for the following courses. Students must provide evidence of having completed comparable content (see University Bulletin for course description)

N201 Human Development across the Lifespan

N202 Human Nutrition

N310 Nursing Therapeutics and Implementation for Adults I

N306 Pathophysiology with Related Pharmacologic Therapies I & II  
N307

N321 Parent / Newborn Nursing

N322 Nursing of Children and their Families

N323 Nursing Therapeutics for Adults II

N224 Psychosocial Adaptations for Individuals

October 1999; August 2000

## **What are the General Education Courses?**

Credit for these required courses may be transferred from other universities, earned as a result of successfully passing CLEP exams, taken at Capital University, and earned through portfolio credit:

### **GENERAL EDUCATION COURSES**

Credit for these required courses varies, depending on transfer credit, the results of CLEP and course exams, and portfolio credit.

#### **UC 110: College Reading and Writing (3)**

Fosters critical reading of challenging material, teaching students to perform college level writing tasks. Instruction on basic word processing is included.

#### **UC 120: Oral Communication (3)**

Fosters competencies for effective speaking and listening in both interpersonal and intrapersonal forms. Develops insight and skill in sending and receiving factual, expressive, persuasive and problem-solving messages in both small and large group settings.

#### **UC 150: Global Awareness (3)**

Focuses on the economic interdependence of modern society, the geographic structure of the contemporary world, the cultural similarities and differences among people in different sectors of the world, and the political differences resulting from philosophy, ideology and resources.

#### **UC 160: Lifetime Health (3)**

Fosters ability to make informed and responsible decisions about personal health and lifestyle. Emphasizes nutrition and weight control, fitness and exercise, and stress management. Individualized assessments are developed and students complete a health project.

#### **UC 200: Cultural Pluralism (3)**

Analyzes the history, patterns, contemporary social cost of, and moral questions posted by, prejudice and discrimination in the United States against racial and ethnic minorities as well as women.

#### **UC 210: Fine Arts (3)**

Provides learning experiences focusing on a fine art as a form of organization and communication. Includes historical aspects of art forms along with a major emphasis on practice in one of the basic disciplines (art, music or theatre) of the fine arts.

**UC 220: Religious Foundations (3)**

Introduces the general topic of religion in life and the biblical tradition in the Christian faith. Includes treatment of parallels with other major world religions. The Bible will introduce the student to the heart of the Christian religion.

**UC 310: Humanities (3)**

Required students to examine selected works that illustrate the philosophic, artistic and historical concerns of Western culture. Students may study achievements of the Classical, Medieval and Renaissance eras, or they may choose the course focusing on the era of Revolution, Romanticism and Reaction – 1700 to the Present.

**UC 410: Ethical Issues (3)**

Enables students to understand the grounding of human life and action in religious conviction with special attention to the Judeo-Christian tradition. Considers alternative ethical positions and students their application to contemporary social issues. Integrates significant elements of the undergraduate core.

**NURSING CORE REQUIREMENTS**

**PSYCH 110: Principles of Psychology (3)**

An introduction to psychology: biopsychology, sensation/perception, learning, memory, language, thought, motivation, personality, emotion, stress, development, social psychology and psychological disorders and therapies. Attention is given to the methodology of the social sciences.

**BESCI 210: Behavioral Sciences Statistics (4)**

A study of descriptive and inferential statistics, including correlation, regression and hypothesis testing using the t, F and chi square tests.

Or

**MATH 215: Elementary Statistics (3)**

Prepares students to understand and apply the concepts of descriptive statistics; counting techniques; probability, including experimental probability; social distributions; confidence intervals; tests of hypothesis; correlation and regression and applications that emphasize the behavioral and biological sciences.

**SCIENCES**

(Biology, anatomy and physiology, chemistry). We accept the sciences that are taken as part of an associate degree or diploma program in nursing.

## APPENDIX B

# CONCEPTUAL FRAMEWORK/ CONCEPTUAL DEFINITIONS

## **Conceptual Framework**

Health is the central concern of nursing and therefore is the overriding concept for this conceptual framework. To this end, the conceptual framework for the curriculum of the Capital University School of Nursing is organized around (six) concepts which guide professional nursing practice. Three of these concepts: caring, critical thinking, and communication, are referred to as “process” concepts because of their dynamic nature. The three remaining concepts: culture, systems, and transition, are referred to as “frame of reference” concepts because of their ability to provide a context for nursing practice. These (six) interrelated concepts are evident in the practice of professional nursing as it seeks to promote the optimal health of individuals, families and communities. As students progress through the curriculum, they seek to master the abilities of caring, critical thinking and communication, applying these skills to client situations that are impacted by transitions, cultural influences and systems.

The conceptual framework is visualized as dynamic and structured so as to adapt to varying situations. Professional nurses use the processes of communication, caring and critical thinking when working with clients. By applying one or more of these frames of reference, nurses are able to identify patterns of health and nursing care as influenced by culture, systems and transition. For example, communication and critical thinking skills are used to assess cultural practices that impact health and modes of nursing care. Critical thinking and communication skills are used throughout the nursing process, and by nurses when functioning as part of a team within a health care system. Communication, caring and critical thinking are used when helping a family access community resources and cope with chronic illness. Critical thinking and communication skills are used in developing health promotion strategies aimed at the community.

The kaleidoscope provides a useful metaphor for visualizing the conceptual framework. The structure of the kaleidoscope consists of three mirrors and movable colored objects. The mirrors work in much the same way as the three process concepts, providing a way to see the various frames of reference. The colored objects that move within the kaleidoscope are like frames of reference. Thus, communication, caring and critical thinking enable nurses to see the multiple ways in which culture, systems and transition can influence health and nursing practice. Ultimately, the essence of health is seen in the unique blending of these limited patterns of nursing interactions with individuals, families and communities.

## **Conceptual Definitions**

### Core Concept

Health, a state of well-being that is culturally defined, valued and practiced encompasses multiple dimensions (i.e. physical, cognitive, social, emotional, spiritual). Health reflects the ability of individuals, families and communities to perform daily role activities to their optimal potential in culturally expressed, beneficial and patterned life ways. Health involves the closely related processes of health promotion, risk reduction and disease prevention.

Health Promotion seeks to increase the level of well being and actualizing the health potential of individuals, families, communities and society.

Disease Prevention seeks to thwart the occurrence of insults to health and well-being.

Risk Reduction aims to promote health protective behaviors which enable persons to reduce health threats. Reducing risk of disease/injury begins with identification of risk factors followed by risk reduction behaviors and programs.

### Process Concepts

Caring in the practice of professional nursing includes cognitive, psychomotor and/or affective therapeutic interpersonal processes between the nurse and client. The client is often an individual or a family, but may be a group or community. Caring is shown through actions that are grounded in a philosophy that values and respects people. Caring is visible when a nurse demonstrates safe, competent care.

Critical thinking is a process of reflective, empirical and intuitive reasonable thinking, grounded in theory and experience and is demonstrated through skill performance.

Communication is a verbal and physical interactive process. Through this process information is exchanged and meaning is shared among individuals and groups via the use of a common system of symbols, signs or behaviors.

## Frame of Reference Concepts

Culture is the learned, shared and transmitted values, beliefs, norms and life ways of a particular group that guides their thinking, decisions, and actions in patterned ways. (Leininger, 1995).

Systems are composed of interrelated, interacting, and interdependent parts. The whole is greater than the sum of the parts of the system. Systems occur at various levels. Biological and psychosocial systems may be open or closed and are in constant dynamic interaction with the environment.

Transition is a passage or movement from one state, condition, or place to another that occurs at the individual, family and organizational level. Universal properties of transitions are process, direction, and change in fundamental life patterns. (Schumacher & Meleis, 1994).

SON  
12/17/98

# APPENDIX C

## FACULTY EXPECTATIONS OF STUDENT BEHAVIOR

## **FACULTY EXPECTATIONS OF STUDENT BEHAVIOR**

- A. For class, seminar and laboratory sessions students are expected to demonstrate accountability by:
1. Attending and participating in all scheduled sessions.
  2. Preparing for all sessions by completing all readings and other assignments prior to the session.
  3. Reviewing and applying, when appropriate, knowledge and skill acquired in previous courses.
  4. Being on time for all sessions and, if unavoidably late, notifying the faculty person.
  5. Making prior arrangements for an anticipated absence.
  6. Notifying faculty at the earliest opportunity of the reason for unanticipated absence.
  7. Arranging with faculty to make up any material or experiences missed because of absence.
  8. Meeting deadline dates for submission of papers and taking examinations on dates and times scheduled in course calendar.
  9. Arranging ahead of time for an extension for paper submissions or rescheduling of examinations when there are extenuating circumstances. Note: Poor time management or more than one assignment due the same date is not considered extenuating circumstances.
  10. Evaluating own learning progress throughout the module or semester.
  11. Assuming responsibility for discussing with faculty concerns about learning experiences and own learning needs.
  12. Completing and signing the evaluation forms for faculty and course evaluation at the end of module or semester.

- B. For clinical learning experiences students are expected to demonstrate accountability by:
1. Attending and participating in all scheduled clinical experiences.
  2. Preparing adequately for clinical experiences by:
    - a. knowing the essential information about client's health status;
    - b. knowing the name, action, dosage, side effects and nursing action for client's medications.
    - c. knowing and being able to describe client's treatments and procedures: reviewing and applying, when appropriate, previously acquired knowledge and skills.
  3. Reporting to the clinical area prior to the time indicated and if unavoidably detained, notifying the instructor, appropriate staff person, and/or unit.
  4. Making prior arrangements with faculty for an anticipated absence.
  5. Following the outlined procedure for notifying faculty and clinical unit if unable to meet clinical assignment due to illness or emergency.
  6. Reporting to the clinical area wearing appropriate attire with appropriate equipment and name badge.
  7. UNIFORM / NAME TAG - When appropriate to the setting, students wear a clean, long, white laboratory coat for the clinical/field experience. A Capital University patch should be attached to the left side of the coat approximately five inches from the shoulder seam. A Capital University School of Nursing pin is worn below the patch in the clinical/field experience setting. When a laboratory coat is not appropriate, a Capital University School of Nursing name pin should be worn with appropriate attire. **Name pins may be ordered from the School of Nursing Executive Secretary in BHSN 310.**
  8. Maintaining their own physical and mental health status at a level which ensures safe functioning in the clinical areas.
  9. Making arrangements with faculty to make up experiences missed because of absence.
  10. Reporting errors or omissions to faculty and appropriate clinical staff.
  11. Maintaining confidentiality and privacy of clients and families.

12. Assuming responsibility for discussing clinical learning needs and opportunities.
13. Evaluating their own clinical learning experiences, progress and performance, the module, the semester, and the program.
14. Participating in clinical evaluation conferences with the instructor, reading, commenting, if appropriate, and signing clinical evaluation forms.

## APPENDIX D

# PROBLEMATIC PERFORMANCE

**CAPITAL UNIVERSITY  
SCHOOL OF NURSING  
PROBLEMATIC PERFORMANCE PROCESS**

The faculty member identifies a behavior that is not consistent with course and/or School of Nursing expectations.

The faculty member consults with other course faculty and may consult with the student's Adviser, the Dean, the Director of the BSN Completion Program and the Chair of the BSN Completion Program, or other appropriate personnel.

The faculty member initiates a Problematic Performance Form to alert the student that improvement is necessary in expected behaviors. The faculty member meets with the student and discusses the Problematic Performance Form. Then the student completes the student portion and returns the form to the faculty member. A copy of the form is given to the student, the student's adviser, the Dean, and the BSN Completion Program Director, and a copy is placed in the student's file.

**PROCESS** In cases of academic misconduct, professional misconduct or a repeated problematic behavior, the BSN Completion Program Committee convenes, discusses the student's Problematic Performance, and may determine sanctions. The committee's actions may include, but not be limited to, warning, probation, suspension, or recommendation to total faculty for dismissal. The committee may meet with the student to discuss the situation and sanctions. The committee's actions will be documented in writing and a copy will be given to the student, the faculty member who has written the Problematic Performance Form, the student's adviser, the Dean, the BSN Completion Program Director and a copy will be placed in the student's file. The student has the right to appeal the decision to the Executive Committee of the School of Nursing. If the committee recommends dismissal of the student, the BSN Completion Program Director will present this recommendation to total faculty. The student has the right to appeal the decisions of the Executive Committee and the total faculty to the Provost.

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**CAPITAL UNIVERSITY  
SCHOOL OF NURSING  
PROBLEMATIC PERFORMANCE FORM**

Faculty's description of performance that is not at an acceptable level:

Description of ways in which the student must upgrade performance:

Date by which upgraded performance must be achieved:

Student's comments:

**Student signature**  
*(This signature means that I have read this document and I understand the implication of this document)*

**Faculty signature**

**Date**

**Date**

Copyright  
Capital University School of Nursing

cc: Original: Student Clinical Folder  
Academic Affairs Committee School of Nursing  
Dean School of Nursing  
Academic Affairs Committee  
BSN Completion Program Committee Director  
Student

10/18/93; Rev. 6/98; Rev. 10/99  
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# APPENDIX E

## WRITING POLICY FOR STUDENTS

**CAPITAL UNIVERSITY  
SCHOOL OF NURSING**

**WRITING POLICY FOR STUDENTS**

The faculty of the School of Nursing believe that the ability to write well is an integral component of undergraduate education. Congruent with this belief, the faculty expect students to continue to improve their ability to write, both formally and informally, throughout their undergraduate education.

The faculty believe it is students' responsibility to learn to conform to the rules of spelling, grammar, syntax, neatness and legibility. Faculty will monitor student progress in these areas in each course. Students having difficulty in any of these areas are expected to take personal responsibility to correct their deficiencies. Capital University provides opportunities to improve writing skills through English courses, the Writing Workshop, and the Center for Academic Achievement. Students may also elect to initiate private tutoring.

The School of Nursing requires that all papers written for nursing courses conform to the writing style shown in the Publication Manual of the American Psychological Association, 5th ed. It is the responsibility of each student to have access to or own a personal copy of this book which is available in the Capital University Bookstore.

Faculty members reserve the right to return papers to be redone and/or to lower course grades if proper writing or formal paper APA guidelines are not followed. Writing deficiencies will be noted on student evaluations. The faculty expect writing skills to be mastered by graduation.

SON: 1993

**CAPITAL UNIVERSITY  
 EXPECTATIONS FOR WRITING IN THE BSN COMPLETION PROGRAM**

<b>CRITERION</b>	<b>ACCEPTABLE</b>	<b>UNACCEPTABLE</b>
A. Grammar	<ol style="list-style-type: none"> <li>1. Maintains subject-verb agreement</li> <li>2. Uses tenses consistently within sentences, paragraphs, and paper; avoids confusing shifts in verb tense</li> <li>3. Uses proper punctuation including commas, periods, quotation marks, semi-colons, colons, and apostrophes</li> <li>4. Uses vocabulary appropriate for a college student; spells out abbreviations when first used</li> <li>5. Capitalizes words appropriately</li> <li>6. Uses correct pronoun forms (i.e. I and me, she and her)</li> <li>7. Uses a variety of simple, complex, and compound sentences; avoids run-on sentences and fragments</li> <li>8. Proofreads papers in order to avoid typographical or spelling errors</li> </ol>	<ol style="list-style-type: none"> <li>1. Subject and verb frequently do not agree</li> <li>2. Tenses vary; confusing shifts in verb tenses are seen repeatedly</li> <li>3. Frequent errors are seen in punctuation</li> <li>4. Vocabulary choice is limited and simplistic; frequently uses unexplained abbreviations and terms</li> <li>5. Frequently capitalizes words that should not be capitalized or does not capitalize words that should be</li> <li>6. Frequently uses incorrect pronoun forms</li> <li>7. Frequently uses run-on sentences or fragments</li> <li>8. Frequent typographical or spelling errors are seen</li> </ol>
B. Organization of Paper	<ol style="list-style-type: none"> <li>1. Includes an introduction, body, and conclusion</li> <li>2. Limits paragraphs to the discussion of a single topic</li> <li>3. Uses transitional statements at the ends and beginnings of paragraphs</li> <li>4. Paragraphs follow a logical sequence</li> <li>5. Uses appropriate subheadings</li> </ol>	<ol style="list-style-type: none"> <li>1. Introduction, body, or conclusion are missing or poorly developed</li> <li>2. Paper shows lack of organization (i.e. topics wander or reappear throughout the paper)</li> <li>3. Headings and/or subheadings are absent</li> <li>4. Paragraphs address multiple topics</li> <li>5. Lack of paragraph breaks</li> <li>6. Lack of transitional statements</li> </ol>
C. Format of Paper	<ol style="list-style-type: none"> <li>1. Appropriately uses APA guidelines for the following:             <ol style="list-style-type: none"> <li>a. Page layout (margins, page numbers, font size and type, and running head)</li> <li>b. Citations</li> <li>c. Reference list</li> <li>d. Quotations</li> <li>e. Use of numbers versus spelling out</li> <li>f. Abbreviations</li> <li>g. Seriation</li> <li>h. Title page</li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>1. Frequent errors in multiple categories related to format</li> </ol>
D. Resources and References	<ol style="list-style-type: none"> <li>1. Uses appropriate data-based resources (i.e. CINAHL, Medline, Lexus-Nexus, EBSCO)</li> <li>2. Uses a variety of resources</li> <li>3. Uses a minimum of 10 references</li> <li>4. Uses current resources (i.e. within the last 5-10 years) and important historical references</li> <li>5. Avoids the use of direct quotations when possible; paraphrases to increase clarity and aid in the synthesis of information</li> </ol>	<ol style="list-style-type: none"> <li>1. Exclusive use of web-based resources</li> <li>2. Uses fewer than 10 references</li> <li>3. Resources are outdated</li> <li>4. Consistently uses direct quotations</li> </ol>

## APPENDIX F

# POLICY ON THE USE OF THE HELENE FULD COMPUTER LABORATORY (COLUMBUS CAMPUS)

**CAPITAL UNIVERSITY  
SCHOOL OF NURSING**

**POLICY ON THE USE OF THE HELENE FULD LABORATORY**

1. The use of the Fuld Lab, as specified by the terms of the grant which established the lab, is directed toward the needs of nursing students.
2. Non-nursing majors use the lab on a space available basis.
3. When using the lab for the first time, see the lab staff for assistance in signing the log, getting software and using the computer.
4. The lab may be used only during posted hours when a lab assistant is present.
5. Sign in and out each time you use the lab.
6. No food or drink is permitted in the computer area of the Fuld Lab.
7. Maintain a quiet environment in respect to other students.
8. The telephone is not to be used for personal calls.
9. Resource books, CD ROMs, software and tapes are to be used in the lab. Return all materials to the shelves after use. Turn off all equipment you have used; leave the air conditioner running if operating. Leave work area clean.
10. No resource materials are to leave the Fuld Lab. No exceptions.

## APPENDIX G

# GUIDELINES FOR USE OF THE NURSING SKILLS LABORATORY (COLUMBUS CAMPUS)

## **GUIDELINES FOR USE OF THE NURSING SKILLS LABORATORY**

BSN Completion students take one course with a laboratory component - N402: Health Assessment for RNs.

The nursing lab is a vital part of many nursing courses and is therefore in use by many students throughout the semester. In order to help you and your colleagues make the best of the lab, you are expected to respect the working environment and abide by the following guidelines.

1. Come to each lab session prepared for the work at hand, i.e., bring your stethoscope, sphygmomanometer, scissors, hemostat, or any other assigned equipment. Do not expect your lab partner to be responsible for supplying you with needed materials.
2. Return the lab to proper order after you have completed the required work. Beds are to be left flat, in low position, the sheets and pillows in neat order. Over bed tables in low position and chairs placed at the bedside in an orderly manner. Soiled linen is to be placed in linen hampers and all items to be thrown away placed in the trash containers. If you have used the examining tables in the assessment rooms change the paper on them before you leave. Other equipment is to be cleaned, if necessary, and returned to its designated place in the lab.
3. Borrowing of lab equipment for practice purposes is encouraged and expected. Some items may be borrowed for limited time only. All items must be returned by the last week of class each semester. Borrowed equipment is the responsibility of the borrower and lost or otherwise unaccounted for items will be replaced at the borrower's expense.
4. To borrow equipment contact the lab manager or course faculty to obtain the needed item(s). Sign out for the material(s) in the lab record book. When the material(s) are due to be returned, do so promptly and indicate the return in the record book. Returns must be countersigned by either the lab manager or course faculty.
5. Failure to comply with the process outlined in #4 may result in your being held responsible for replacement should the item(s) borrowed be missing at a later date. If replacement is necessary you must make prompt arrangements to do so through the lab manager. Failure to meet this obligation may result in the withholding of your grade (for the course in which you used the lab) until replacement has been made.
6. Use of the lab for independent practice is welcome and encouraged. Arrange for such use by contacting the lab manager or course faculty. You are responsible for the safekeeping of any equipment used and for having the lab in proper order when you have completed your practice session.

Adopted by Faculty 1/9/89

# APPENDIX H

## UNIFORM POLICY

**CAPITAL UNIVERSITY  
SCHOOL OF NURSING**

**UNIFORM POLICY**

BSN Completion students take two courses with clinical components - N415: Nursing of Families and Communities for RNs and N425: Nursing Management and Leadership for RNs.

RNs do not wear the traditional undergraduate student uniform. Instead RNs wear professional attire that conforms with the policy and practice of the agency where they are placed for their clinical experience.

Name Pin – The regulation white/purple Capital University School of Nursing name pin will be worn when the student is in the clinical setting. The pin is ordered prior to Nursing 415 and Nursing 425. This assures that it is available before the student enrolls in either of the clinical courses.

# APPENDIX I

## POLICY ON IMMUNIZATION And HEALTH ASSESSMENT

**CAPITAL UNIVERSITY  
SCHOOL OF NURSING**

**POLICY ON IMMUNIZATION**

Prior to entering the nursing courses that include clinical or field experiences (Nursing 415 & 425) students are to have immunizations and health assessment as herein indicated. These should be obtained from the student's family physician or health center, with written verification filed with the School of Nursing prior to the beginning of Nursing 415 & 425 and updates as indicated thereafter until graduation.

**Tetanus Immunization Policy:** Generally a basic series of Diphtheria/Pertussis/Tetanus (DPT) is given during childhood with tetanus boosters. Beyond age 7, Pertussis is not considered essential. A Tetanus booster is required every 10 years.

**Measles, Mumps, Rubella (MMR)**

- a. Measles (Rubella): The initial series is given during childhood. However, if student was born after 1957 and immunized prior to 1980, the student must be revaccinated or show a positive titre (if the titre is negative, must be revaccinated). If the student was born before 1957, she/he must have a history of rubella or show a positive titre. If the titre is negative, she/he must be vaccinated. If the individual was born after 1980, the initial immunization is given during childhood, with a booster during the grade school years.
- b. Mumps: Immunization is needed if the individual has no documentation of illness.
- c. Rubella (German measles): The initial series is given during childhood. However, if student was born after 1957 and immunized prior to 1980, the student must be revaccinated or show a positive titre (if the titre is negative, must be revaccinated). If the student was born before 1957, she/he must have a history of rubella or show a positive titre. If the titre is negative, she/he must be vaccinated. NOTE: In most cases, for a typical adult 2 injections of MMR are required.

**Polio:** A completed primary series of polio immunization (3 doses) is required.

- a. Oral Polio Vaccine (OPV) usually will not be given on or after age 18.
- b. Inactivated Polio Vaccine (IPV) can be given on or after 18 if no immunization received as a child.
- c. If less than a full primary series was given, the series must be completed as medically directed.

**Hepatitis B:** This immunization is given in three doses. The second dose is given 4 weeks after the first dose and the third dose is given 5-6 months after the first dose.

**Varicella (Chicken Pox):** Student must obtain serologic screening. If the titre is negative, she/he must be vaccinated. The series is two immunizations, 4-8 weeks apart.

These immunization requirements are based on recommendations of the Ohio Department of Health for nursing students and on information from CDC (Center for Disease Control in Atlanta, Georgia). They provide protection from preventable or communicable disease for students and their patients and families.

**CAUTION:** Students who are pregnant, have an impaired immune system or are caring for an immunosuppressed person, or have allergies should notify the clinic or physician prior to receiving these immunizations. A waiver can be signed based on medical recommendations.

**Tuberculosis (TB):** Students must have documentation of PPD every 12 months and record same at the Nursing office. Use ONLY the 5 tuberculin unit TU preparation applied by the Mantoux (intradermal technique). This test must be read 48-72 hours later.

Current cutoffs:

$\geq 5$  mm: Household contact of TB case, persons with clinical suspicion of TB, or persons with HIV infection.

$\geq 10$  mm: Persons with risk factors for TB but not in above group— foreign born persons from high prevalence countries, medically underserved low income, high risk ethnic minorities, IV drug users, residents of long-term care facilities, health care workers, and persons with medical conditions associated with higher risk of TB.

$\geq 15$  mm: Remainder of population. This cutoff was chosen because positive reactions have near 100% specificity, thus minimizing false positives in low-risk populations.

**Prior BCG Vaccination:** Can be one cause of a false positive PPD. However, since BCG does not guarantee protection from tuberculosis and TB is very prevalent in many countries where BCG is given, one should IGNORE BCG STATUS when interpreting the PPD.

**Screening and Prevention of TB:**

**REACTOR** = Person who meets criteria for positive test given cutoffs above.

**CONVERTER** = Person younger than 35 years of age whose PPD has changed from negative to positive during sequential testing, with an increase of at least 10 mm within 2 years. For those over 35 years of age, an increase of 15 mm or more within a 2-year period is considered a conversion.

Obtain a chest x-ray for persons with positive tests with medical follow-up. If abnormalities are seen, active disease must be ruled out with sputum cultures.

Therapy: INH for 6-9 months (negative CXR) for:

- Converters regardless of age
- Reactors under age 35
- Household contacts regardless of age or tuberculin status
- Reactors with special medical conditions

REMEMBER: This must be repeated every 12 months and results recorded with the BSN Program Coordinator, in the School of Nursing (Room 316).

### **POLICY ON HEALTH ASSESSMENT**

Nursing students are required to submit the Immunization Record and Health Assessment form upon admission to the School of Nursing. Bring the completed forms to the School of Nursing – Room 316.

Students may have the required annual Health Assessment completed/updated at the Campus Health Clinic for a nominal fee paid by the student, or obtain it from your private provider. A PPD update may be completed at that time also.

Each Fall the student is responsible for filing the annual Health Assessment and updated Immunization Record with the School of Nursing Program Coordinator (Room 316). Remember yearly proofs of updates for PPD test are required.

10/28/94  
1997; 5/98

Date \_\_\_\_\_

Battelle Hall, Third Floor  
1 College and Main  
Columbus, OH 43209-2394

## HEALTH ASSESSMENT

Name: \_\_\_\_\_ Social Security #: \_\_\_\_\_

Age: \_\_\_\_\_ DOB: \_\_\_\_\_ Sex: \_\_\_\_\_

Current Health Conditions: \_\_\_\_\_

Chronic Health Problems: \_\_\_\_\_

Current Medications: \_\_\_\_\_

Hospitalizations: \_\_\_\_\_

Surgeries: \_\_\_\_\_

Childhood Diseases: \_\_\_\_\_

Last Dental Exam: \_\_\_\_\_ Last Eye Exam: \_\_\_\_\_

Date

Date

FEMALES – Last Pelvic and Pap Smear: \_\_\_\_\_

Date

**TO BE COMPLETED BY HEALTH CARE PROVIDER  
(M.D., D.O. OR QUALIFIED R.N.)**

Height: \_\_\_\_\_ Weight: \_\_\_\_\_ T \_\_\_\_\_ P \_\_\_\_\_ R \_\_\_\_\_ BP \_\_\_\_\_

Vision: OD \_\_\_\_\_ OS \_\_\_\_\_ OU \_\_\_\_\_ With Correction : \_\_\_\_\_ WO : \_\_\_\_\_

Urine WNL? Yes \_\_\_\_\_ No \_\_\_\_\_ (Specify) \_\_\_\_\_

Skin: \_\_\_\_\_ Hair: \_\_\_\_\_ Nails: \_\_\_\_\_

Eyes: \_\_\_\_\_ Ears: \_\_\_\_\_ Nose: \_\_\_\_\_ Throat: \_\_\_\_\_

Lungs: \_\_\_\_\_ Heart: \_\_\_\_\_

Abdomen: \_\_\_\_\_

Neck: \_\_\_\_\_ Spine: \_\_\_\_\_ Joints: \_\_\_\_\_

Muscles: \_\_\_\_\_ Neuro: \_\_\_\_\_

Mental Status/Emotional Health: \_\_\_\_\_

Any restrictions, learning disabilities, use of mobility aids? \_\_\_\_\_

\_\_\_\_\_  
Name of Examiner, Credentials (Please Print)

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Examiner, Credentials

CAPITAL UNIVERSITY

School of Nursing

BSN Completion Program

IMMUNIZATION RECORD Proof of immunity is required prior to the start of clinical nursing courses. Please have this form completed and return it to Capital University, School of Nursing, Columbus, OH 43209

Part I - TO BE COMPLETED BY STUDENT

Name: (Last) (First) (Middle Initial)
Date of Birth: MTH. Day Yr. Social Security #: Phone: ( ) Area Code
Address: City: State: Zip Code:
Check School Entering: Graduate Undergraduate Date of Enrollment: Mth. Day Year

Part II - TO BE COMPLETED AND SIGNED BY A HEALTH CARE PROVIDER
(Dates Must Include Month and Year)

A. TETANUS - DIPHTHERIA

1. Completed primary series of four (4) tetanus-diphtheria immunizations Month/Year
2. Received tetanus-diphtheria booster within the last 10 years Month/Year

B. M.M.R. (Measles, Mumps, Rubella)

1. Dose 1 - Immunized at or after 12 months and before 5 years Month/Year
2. Dose 2 - Immunized at 5 years or later. Month/Year

C. MEASLES (Rubella) If you did not receive MMR, check appropriate box.

1. Had disease; confirmed by office record Month/Year
2. Born before 1957 and therefore considered immune. Month/Year
3. Has report of immune titer. Specify date of titer. Month/Year
4. Immunized with live measles vaccine at or after 12 months Month/Year

D. RUBELLA - check appropriate boxes.

1. Report of Rubella immune titer REQUIRED. Specify date of titer. Month/Year
2. Immunized with vaccine at or after 12 months or if immune titer is low. Month/Year

E. MUMPS - If you did not receive MMR, check appropriate box.

1. Had disease; confirmed by office record. Month/Year
2. Immunized with vaccine at or after 12 months. Month/Year

F. VARICELLA (Chicken Pox) Check appropriate box.

1. Had disease; MUST BE CONFIRMED by titer. Specify Date of Titer: Specify Results of Titer laboratory test results
2. Immunized with vaccine at or after 12 months. Month/Year

G. TUBERCULOSIS - Check appropriate box.

1. PPD (Mantoux) test within the past year (Time or monovac NOT acceptable) Give date and test results. Positive Negative
2. Positive PPD - Chest x-ray REQUIRED. Give date and results of chest x-ray. Month-Date-Year
Treatment: Date started: COMPLETED: Month/Year Month/Year
3. Had BCG vaccine - YES NO

H. POLIO

1. Completed primary series of three (3) polio immunizations Yes No
Type of vaccine: Oral (OPV) Inactivated (IVP)

2. Last Booster: Month/Year

I. HEPATITIS

1. Completed Series YES NO Dose 1: Dose 1: Dose 1: Date Date Date

Health Care Provider (M.D., D.O., R.N., etc.) Name: Address:

Signature: Phone:

# APPENDIX J

## POLICY AND GUIDELINES ON OCCUPATIONAL HEALTH

**CAPITAL UNIVERSITY  
SCHOOL OF NURSING**

**POLICY AND GUIDELINES FOR OCCUPATIONAL HEALTH**

There are inherent risks and health hazards in all occupations and professions. Nursing is no exception. The Nursing Code of Ethics requires that we care for all needing our services, regardless of their health situation. CUSN takes responsibility for protection of its students and employees through education to assess and minimize exposure to health risks.

**POLICY**

Content in nursing courses will address known risks to the health practitioner and prevention techniques. Faculty and students will be accountable for following established practices for reducing occupational health risks. Examples of occupational health risks include back strain, stress, exposure to communicable disease, or other injury. Faculty and students are encouraged to keep detailed personal health histories and build positive health habits for health promotion and disease prevention.

Emergency care for injuries associated with clinical experience will be given in the clinical agency for both faculty and students, according to agency resources and policies. Follow-up care is available through a private practitioner of choice.

**GUIDELINES**

Faculty are responsible for notifying the Dean, CUSN, should a health problem arise which could affect their safety and performance in the clinical area and seek appropriate follow-up care. Students are responsible for notifying their Adviser or clinical faculty member should such a health problem arise.

9/26/90  
DSE

10/15/90  
SON Faculty

3/16/98  
Revisions Adopted

# APPENDIX K

## EXPOSURE CONTROL PLAN

## CAPITAL UNIVERSITY SCHOOL OF NURSING

### EXPOSURE CONTROL PLAN

The Capital University School of Nursing (CUSN) is committed to protecting its students from harmful exposure to blood borne pathogens. It has, for this purpose, adopted rules and procedures through the Exposure Control Plan (Plan) in accordance with the Occupational Safety and Health Administration (OSHA) and Centers for Disease Control (CDC) Guidelines. CUSN is committed to educating its students on the basis of this plan.

Blood borne pathogens are microorganisms that are present in human blood and can cause disease in humans. These pathogens include, but are not limited to, the hepatitis B virus (HBV), the human immunodeficiency virus (HIV), the hepatitis C virus, and *Treponema palladium* (which causes syphilis).

#### Student and Faculty Roles in Exposure Control Plan

Students within CUSN are not considered employees of the school, therefore not mandated by OSHA requirements regarding the Exposure Control Plan or Program. It is the intent of the faculty and administration of CUSN, however, to make every provision for student education within the plan. Initial Exposure Control Plan content is presented in Nursing 221 and 222. Thereafter, clinical courses contract with clinical placement agencies (e.g., Riverside Hospital, Grant Hospital, Park Hospital, etc.) who provide the content to students on an ongoing basis.

#### Plan Contents

**Exposure Determination.** All employees (including work study students) whose duties place them at risk of exposure to blood or other potentially infectious materials will be identified. All students within CUSN are considered to be at risk of exposure, but are not mandated to be covered by the Exposure Control Plan.

**Designation of Biohazards.** Red biohazard warning labels will be affixed to all containers, refrigerators/freezers and other pieces of equipment which might become contaminated with blood or other potentially infectious materials. Red bags or red containers may also be used to designate biohazards.

### **Exposure Control Program.**

The program describes the precautions, engineering controls and work practice controls for protection from risk of exposure to blood or other potentially infectious materials. The program has six parts: 1) general exposure avoidance; 2) hand washing; 3) safe handling and disposal of sharps; 4) safe handling of specimens and decontamination of health care equipment; 5) use of personal protective equipment; and 6) safe housekeeping procedures (cleaning, proper disposal of regulated waste and proper cleaning and contaminated laundry).

### **Hepatitis B Vaccinations.**

Hepatitis B Vaccinations are required for all students at CUSN. These vaccinations will be administered at student cost under the supervision of a licensed physician or other qualified health care professional.

### **Post-Exposure Evaluation and Follow-up.**

After an exposure incident, the Faculty Affairs contact person will document the incident and CUSN and/or the clinical agency will provide a confidential medical evaluation to the exposed student. The source individual will be identified if possible, with testing of the blood of the source individual and the exposed student. Confidential post-exposure prophylaxis and detailed testing information will be made available to the exposed student in a timely manner.

### **Medical Recordkeeping.**

Accurate vaccination records/other health requirements on each student will be secured in the nursing office apart from the employee's personnel file or student's educational file. Records related to exposure incidents will be added to this file as needed.

### **Training Program for Students.**

Please refer to Student and Faculty Roles in the Exposure Control Plan above. In addition, any student is welcome to sit in the formal annual training of CUSN employees and/or review videos, handouts, and the Exposure Control Notebook found in the Dean's Administrative Assistant's office.

Capital University School of Nursing  
Student Affairs Committee

1/18/93  
Adopted by SON Faculty

3/16/98  
Revisions Adopted

APPENDIX L

SCHOOL OF NURSING

GUIDELINES FOR CARING FOR  
PERSONS WITH  
KNOWN CONTAGIOUS  
DISEASES

**CAPITAL UNIVERSITY  
SCHOOL OF NURSING**

**GUIDELINES FOR CARING FOR PERSONS  
WITH KNOWN CONTAGIOUS DISEASES**

The faculty of the School of Nursing endorse the professional Code of Ethics which states that all persons in need of care will receive nursing care. Our objectives for students and faculty in the School of Nursing are:

1. Protection of the rights and welfare of students, faculty and clients.
2. Continuation of the School's mission to educate students comprehensively in the practice of nursing.
3. Maintenance of the professional values and ethics of nursing to serve all persons needing care.

This principle will guide decision making with regard to students' cognitive, psychomotor, and affective learning experiences associated with contagious diseases. The School will follow extant Center for Disease Control (CDC) guidelines and apply current knowledge about disease processes such as AIDS, hepatitis, tuberculosis, and other contagious conditions.

Implementation of this policy:

CDC guidelines will be followed for lab and clinical components for all courses.

Nursing 221-Medical-surgical asepsis and standard precautions

Level III & IV- Theory on the pathophysiology, transmission and treatment of contagious diseases is presented. CDC guidelines and agency policies are adhered to whenever there is contact with patients with known contagious diseases and in the routine care of all patients.

The following parameters apply in determining clinical assignments for persons with known contagious diseases:

1. The professional judgment of the faculty indicates that the student possesses the necessary cognitive, psychomotor, and affective skills.
2. The condition of the patient is appropriate to the cognitive, psychomotor, and affective skills of the student.
3. The faculty member's workload allows sufficient time for appropriate clinical supervision.

It is the expectation of the faculty that students will care for patients with contagious diseases when assigned. Students have the right to discuss their clinical assignments with faculty. Unique or "at risk" aspects of a student's health status may preclude assignment to a patient with a known contagious disease.

Adopted 4/18/88; SON; Revised 8/99

APPENDIX M

SCHOOL OF NURSING

POLICY AND PROCEDURES  
ON EXPOSURE TO  
CONTAMINATED FLUIDS  
IN THE SKILLS LAB

**CAPITAL UNIVERSITY  
SCHOOL OF NURSING**

**POLICY AND PROCEDURES ON  
EXPOSURE TO CONTAMINATED FLUIDS  
IN THE SKILLS LAB**

Students, who in the course of lab practice are exposed to someone else's body fluids, will seek follow-up care from their own health care provider. In all instances, the individual will notify the lab manager and the appropriate faculty.

The current Center for Disease Control (CDC) guidelines will represent the standard of care.

The procedure follow-up in the School of Nursing Handbook will then be implemented.

**NOTE:**

Any trash or waste product contaminated with body fluids will be disposed of in the appropriate receptacle which is lined with a red trash bag and labeled "Biohazard". The trash will be disposed of by Waste Management of Ohio.

If any surface is exposed to contaminated fluid, the surface will be cleaned using the "Hep-Aid Bodily Fluid Disposal" kit using universal precautions. The "Hep-Aid" kit includes:

- 1 Clean-up Absorbent Pack
- 1 disposable apron
- 1 pr. Disposable goggle
- 1 pr. Disposable gloves
- 1 scoop
- 1 scraper
- 2 red plastic bags with twist ties
- 1 8 oz. pour bottle Chlorine Concentrate
- 3 disposable towels
- 2 Chlorhexidine towelettes
- 1 pr. Disposable shoe covers
- 1 face mask

# APPENDIX N

## POLICY ON EXCUSED ABSENCES

## **POLICY ON EXCUSED ABSENCES FROM QUIZZES AND/OR EXAMS IN NURSING COURSES**

In order to support students and faculty in situations that occur during the conduct of course evaluation procedures the following should be considered policy in the School of Nursing.

A student will be permitted to negotiate alternative testing opportunities and have those results count toward their grade regardless of course specific policies in the following situations:

- Death of a significant individual in the life of the student.
  - ❖ Definition of significant individual is situation specific. If in doubt, consult the advisor and/or the Director of the program.
- Co-enrolled in ROTC and has a critical ROTC function that impacts their progression in that program.
- Elected leadership functions in professional organizations.
  - ❖ An officer in the Ohio SNA should be supported at times of statewide and national meetings.

### Student responsibility:

In the case of death of a significant individual in the life of the student, the student must immediately notify the faculty and academic advisor. A reasonable plan and time-line for completion of the work is expected. In the case of ROTC and student leadership activities, the student must notify and negotiate alternative testing apriority.

# APPENDIX O

## **THE ROBERTA HARTMANN ADULT LEARNER SCHOLARSHIP**

## The Roberta Hartmann Adult Learner Scholarship

### Purpose:

To provide financial assistance to qualified adult learners at Capital University in obtaining an undergraduate education.

### Criteria and Eligibility:

- Actively enrolled in any Capital University Center for Lifelong Learning
- Cumulative GPA of 3.00 or better for all courses taken at Capital
- Senior standing, including 12 hours of residence at Capital, with less than 30 hours remaining to complete degree requirements
- Demonstrated service to community, as described in a personal statement by the applicant, to be included with the application
- Need as evidenced by a personal statement, to be included with application

Award for 2005: \$600.00

Roberta Hartmann was an ardent supporter of lifelong learning who gave tirelessly of her energy and ideas to enhance adult learning at Capital University. A 1987 graduate of Capital's traditional program in Columbus, Roberta served as Assistant to the Associate Dean, advisor, and later as adjunct faculty in the behavioral sciences in the Dayton Center for Lifelong Learning. Roberta was a member of the University Competency Assessment Panel, and also coordinated many statewide initiatives. As a teacher, she was dedicated to her profession and to the success of each of her students. In her roles as Membership Director and Web mistress for the Adult Higher Education Alliance, Roberta was an effective and respected representative of Capital. She also was devoted to service in her church and community, and to her husband and children. Her leadership, service, and compassionate presence were an inspiration to all who knew her.



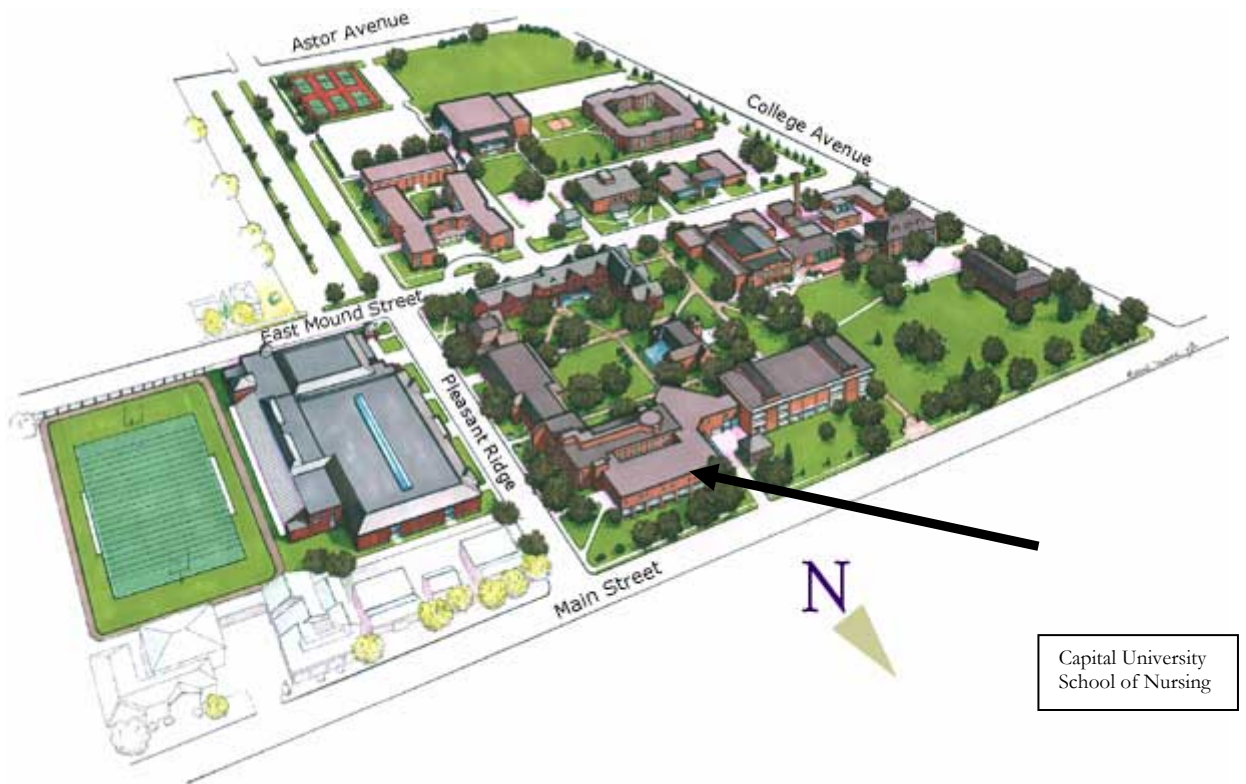
Contact your CLL Center or your advisor for additional information.

# APPENDIX P

## MAPS AND DIRECTIONS COLUMBUS AND DAYTON CAMPUSES

**CAPITAL UNIVERSITY**  
One College and Main Street  
Columbus, OH 43209-2394

## CAMPUS MAP



Visit the following link for a virtual campus tour:  
<http://www.capital.edu/vis/admmmap3.htm>

## **DRIVING DIRECTIONS to Capital University**

### **From the North:**

- Travel south on I-71, exit on Broad Street.
- Turn left (east) on Broad Street and drive 2.5 miles to Drexel Avenue in Bexley.
- Turn right (south) onto Drexel Avenue and follow Drexel until it ends at Main Street.
- Turn left (east) onto Main and at the first traffic light, turn right (south) onto Pleasant Ridge Avenue.
- Go one block and turn right onto Mound Street.

### **From the South**

- Travel I-71 North to I-70 East
- Take I-70 East (stay in far right lane) to the Bexley/Main Street exit.
- The Bexley/Main Street ramp empties onto Alum Creek Drive.
- Follow Alum Creek Drive to Main Street.
- Turn right (east) onto Main Street and go two blocks to College Avenue.
- Turn right (south) on College Avenue, travel one block to Mound Street.
- Turn left onto Mound Street.

### **From the West**

- Travel east on I-70, take the Bexley/Main Street exit.  
The ramp automatically empties onto Alum Creek Drive.
- Follow Alum Creek Drive to Main Street.
- Turn right (east) onto Main Street and go two blocks to College Avenue.
- Turn right (south) on College Avenue, travel one block to Mound Street.
- Turn left onto Mound Street.

### **From the East**

- Travel west on I-70 to the Livingston Avenue exit.
- At the bottom of the exit ramp, turn right (east).
- At the first traffic light, turn left (north) onto College Ave.
- Turn right (east) on Mound Street.

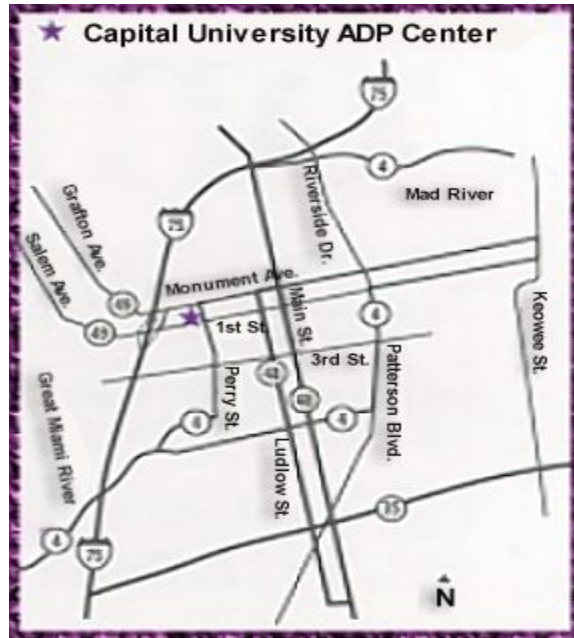
### **From the Northwest**

- Travel south on I-75 to Route 23.
- Follow Route 23 into Columbus and take I-270 east to I-71 South.
- Travel south on I-71, exit on Broad Street.
- Turn left (east) on Broad Street and drive 2.5 miles to Drexel Avenue in Bexley.
- Turn right (south) onto Drexel Avenue and follow Drexel until it ends at Main Street.
- Turn left (east) onto Main and at the first traffic light, turn right (south) onto Pleasant Ridge Avenue.
- Go one block and turn right onto Mound Street.

### **Parking on Capital's main campus:**

Visitor parking is located on Mound Street behind the security house. When parking places are not available in visitor parking, visitors may park in any campus lot, provided the spaces are not marked handicap or reserved. 20-minute parking spaces are located behind Yochum Hall and next to the Campus Center.

**Dayton Center**  
**333 W. First St., Suite 130**  
**Dayton, OH 45402-3013**  
**(937) 228-5006**



**From North of Downtown:** Route 75 South to the First Street exit (53B). At the end of the exit, continue onto First Street staying in the left lane. West First Plaza is on the left directly in front of the traffic light. Turn left just past the Key Bank sign. At the end of that lot, turn left then an immediate right onto the alley that ends at Monument Street. Turn left on Monument and left into the parking garage.

**From South of Downtown:** Route 75 North to the First Street exit (53B). At the end of the exit, continue right onto First Street. Merge immediately to the far left lane. West First Plaza is on the left directly in front of the traffic light. Turn left just past the Key Bank sign. At the end of that lot, turn left then an immediate right onto the alley that ends at Monument Street. Turn left on Monument and left into the parking garage.

**From East or West Downtown:** Route 35 East or West to 75 North, then follow directions above "From South of Downtown."

**Parking:** West First Plaza Parking Garage has entrances and exits accessible from Monument and First Streets. From Monument, the garage is on the left just past the twin office buildings marked 310 and 320. From First Street, you must turn left just past the Key Bank sign, left at the end of that lot, then an immediate right onto the alley that ends at Monument Street. Turn left on Monument and left into the parking garage. Parking is \$1.75/hour, \$3.50/day, and free after 4 p.m.

# APPENDIX Q

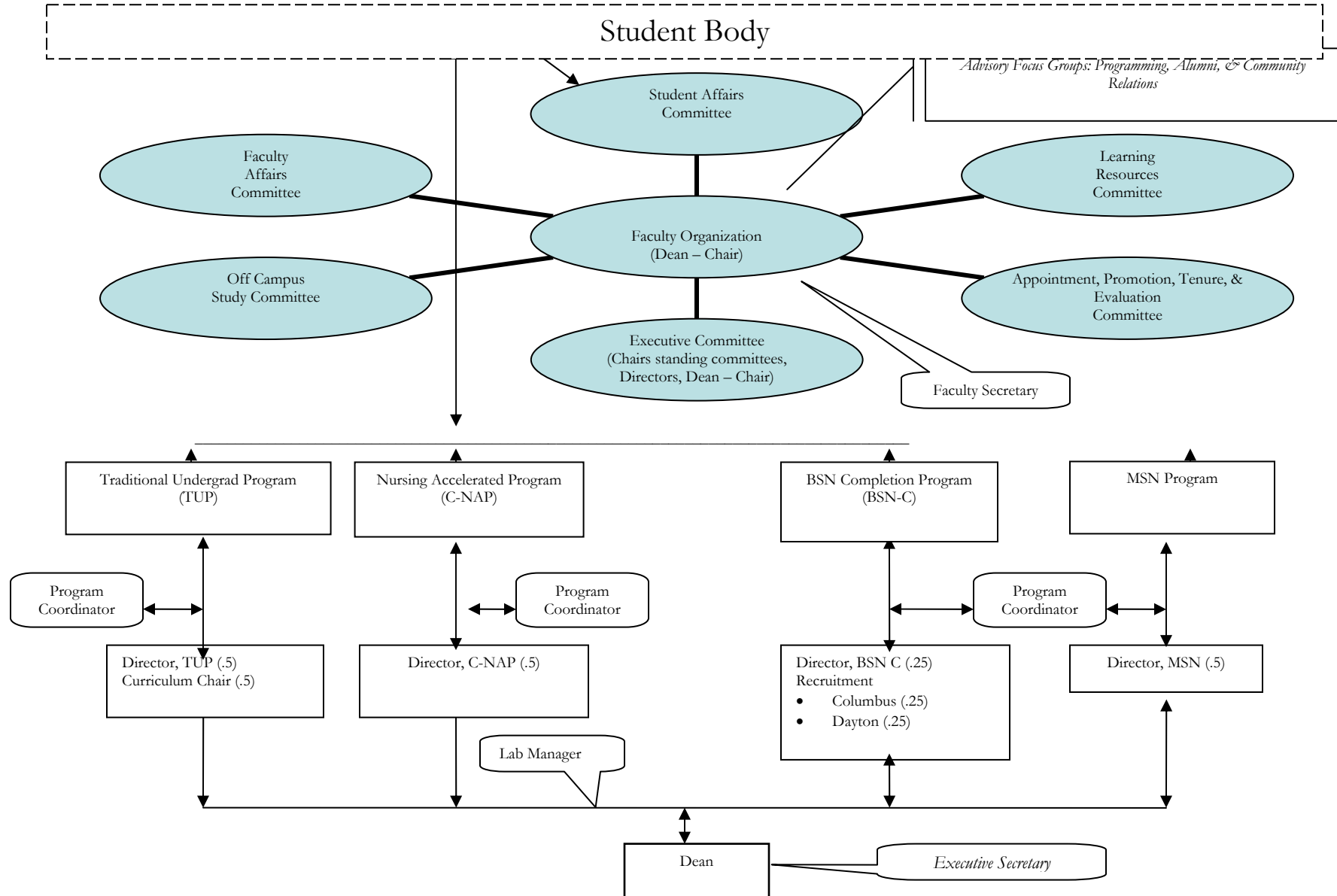
## CONTACT INFORMATION FOR THE BSN PROGRAM

## BSN PROGRAM CONTACT INFORMATION

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# APPENDIX R

## TABLE OF ORGANIZATION FOR THE SCHOOL OF NURSING



Revised May, 2006 Faculty Organization

