Judge McRae School of Nursing

Pre-licensure BSN Student Handbook

2025-2026

Revised September, 2025

WELCOME

Welcome to the Mars Hill University Judge-McRae School of Nursing! We are excited that you have chosen our school of nursing for your educational journey. Your journey and success will be the result of collaborations among students, faculty, administrators, community agencies, health care providers, clients, families, and communities.

Nursing is one of the most trusted professions in the United States. Nurses have earned and maintained that designation through education, critical thinking, and leadership. The Judge-McRae School of Nursing values align with those of Mars Hill University (MHU) and focus on health promotion, community engagement, cultural sensitivity and competence, courageous advocacy, and ethical leadership.

The faculty and staff of the Judge-McRae School of Nursing welcome you to a new and exciting experience. We will prepare you to care for individuals of all ages from various cultural backgrounds. Courses will provide students with a foundation in health promotion, as well as an in-depth examination of diseases and disorders. Students will learn the role of the registered nurse as defined by the North Carolina Board of Nursing (NCBON) Practice Act, and the American Association of Colleges of Nursing's (AACN) Essentials of Baccalaureate Nursing Education for Professional Practice.

Congratulations on taking this step in your career! We look forward to working with you as you work toward your educational goals and career aspirations.

HISTORY

The Ferguson Health Sciences Center, named for Jack and Carolyn Ferguson of Candler, NC, is a three-story, 28,731 square foot facility that was built in August 2016. The facility includes a faculty office suite, a five-bed simulation lab, a ten-bed skills lab, and four classrooms. The Judge-McRae School of Nursing is named for MHU alums Norman '84 and Linda Judge-McRae '86 of Knoxville, TN. The McRae's are the owners of Caris Healthcare, a provider of private hospice healthcare based in Knoxville. The building dedication ceremony was held in September 2016.

The RN to BSN Program began in May 2015 and is currently inactive.

The traditional pre-licensure BSN program received initial approval from the North Carolina Board of Nursing in February 2016 and full approval in May 2018. The program is offered on the Mars Hill University campus in the Ferguson Health Sciences Center. The initial cohort of junior-level nursing students entered the program in August 2016 and began their studies. Each fall semester, a new cohort of students enters the program.

Mars Hill University is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). In late March/April 2015, Mars Hill University was approved by SACSCOC to award the BSN degree: Traditional BSN (pre-licensure) and RN to BSN (post-licensure).

The Baccalaureate Degree in Nursing at Mars Hill University Judge-McRae School of Nursing (JMSON) is accredited by the Commission on Collegiate Nursing Education (CCNE) (www.ccneaccreditation.org). Initial accreditation was received in September 2016. In 2022, the JMSON program was granted a 10-year accreditation effective October 20, 2021, and extending to June 30, 2032.

The Baccalaureate Degree in Nursing at Mars Hill University Judge-McRae School of Nursing (JMSON) is approved by the North Carolina Board of Nursing (NCBON). Initial approval was granted on February 1, 2016. On January 19, 2022, the JMSON program was awarded a 10-year continuation of full approval.

MISSION

The Purpose

Consistent with the Mars Hill University mission statement, the Judge-McRae School of Nursing is grounded in a rigorous study of the liberal arts, prepares professionals for the workforce, and is committed to character development, healthcare service, and responsible citizenship. As part of the worldwide community, the Judge-McRae School of Nursing embraces its all individual and community identities and its collaborations with local communities, educational colleagues, and healthcare partners.

Mission

The BSN Program at Mars Hill University equips students with the knowledge, skills, and professional dispositions to provide innovative healthcare across the lifespan through the roles of care provider, care designer, and member of the profession. Students will experience an education that:

- Sharpens critical thinking and clinical judgment
- Enhances health promotion and cultural sensitivity perspectives
- Insists upon effective, interactive, and interdisciplinary communication
- Engages with the community.

Vision

The vision of the Judge-McRae School of Nursing is to educate future nursing leaders to be: informed, courageous advocates for a diverse population in Western North Carolina and beyond; to become a positive influence in the healthcare system through community engagement, service, and collaboration; to demonstrate holistic care with cultural competence; to be informed, reflective, critical thinkers who can adapt and apply appropriate clinical judgment; and to teach health promotion with dignity across the lifespan.

Philosophy

Consistent with the Mars Hill University mission statement, the Judge-McRae School of Nursing is grounded in Christian principles, recognizing that each person is a unique individual deserving of quality, culturally competent, and respectful care throughout the lifespan. Nursing education is founded on liberal arts and natural sciences. The building blocks reflect the uniqueness of the Judge-McRae School of Nursing at Mars Hill University, as well as the Appalachian cultures and Christian foundation, through the conceptual framework. This framework illuminates the defining expectations outlined in the North Carolina General Statutes and the North Carolina Nursing Practice Act, as well as the 2021 BSN Essentials: Core Competencies for Professional Nursing Education from the American Association of Colleges of Nursing.

The faculty believes that each person is an individual and is worthy of dignified, collaborative quality of care across the lifespan. This is accomplished through the nurse's promotion of health, considering both the internal and external environments. The faculty believes the nurse is a change agent, collaborator, informed leader, courageous advocate, culturally competent, and knowledgeable about illness prevention and patient education. Within the context of these statements, the curriculum is driven by teaching and learning opportunities that seek to challenge critical thinking, offer

opportunities to gain perspective, develop responsibility, engage in collaborative learning, recognize the important role of the student in learning, and the faculty member's role in facilitating knowledge. The JMSON faculty fundamentally embraces the nurse's role as a healthcare provider, care coordinator, teacher, researcher, member of the profession, and member of the interdisciplinary healthcare team.

Conceptual Framework
The conceptual framework provides interconnecting components to motivate and prepare learners for new instruction. The learner must attain mastery of each part of the framework, the individual, the healthcare system, and nursing to understand the complete curriculum (Knowles, Holton, & Swanson, 2005). The pre-licensure BSN curriculum ensures a foundation in liberal arts and natural sciences. Concepts are organized within each of the following domains, and learning occurs from simple to complex. Guided by the 2021 BSN Essentials: Core Competencies for Professional Nursing Education, the framework incorporates the 10 domains, concepts, and expected competencies. "The competencies accompanying each domain are designed to be applicable across four spheres of care (disease prevention/promotion of health and wellbeing, chronic disease care, regenerative or restorative care, and hospice/palliative/supportive care), across the lifespan, and with diverse patient populations" (AACN, 2021, page 1).

Foundational elements include nursing as a discipline, the foundations of a liberal education, and principles of competency-based education. Nursing as a discipline is based on five key concepts: human wholeness, health, healing and well-being, the environment-health relationship, and caring (AACN, 2021). A liberal education lays the foundation for intellectual and practical abilities, as well as the development of a personal value system. This broad education prepares future nurses to deliver safe, high-quality care, advocate for patients, and promote health equity. A competency-based education places the student at the center of the learning experience with clearly defined performance expectations (AACN, 2021).

JMSON Conceptual Framework, BSN Essentials, and Expected Student Learning Outcomes

Domains Essential to Nursing Practice	Concepts for Nursing Practice related to the Domain	Competency Component of the Domain	JMSON expected Student Learning Outcomes
Knowledge for Nursing Practice	Clinical Judgment	• Nursing's distinct discipline • Liberal education • Clinical judgment • Clinical reasoning	#1 Students will integrate foundational knowledge, liberal arts, natural and social sciences, and knowledge for the development of innovative clinical judgment in nursing practice.
Person-Centered Care	Compassionate Care	• Caring relationship • Effective communication	#2 Students will build on a scientific body of knowledge

Domains Essential to Nursing Practice	Concepts for Nursing Practice related to the Domain	Competency Component of the Domain	JMSON expected Student Learning Outcomes
	Clinical judgment Evidence-Based Practice	• Assessment skills • Diagnose health problems and needs • Develop a plan of care • Accountability for care • Evaluate outcomes of care • Self-care management • Care coordination	to provide individualized, compassionate, and holistic care supported by evidence-based practice.
Population Health	Diversity, Equity, and Inclusion Social Determinants of Health	• Manage population health • Engage in effective partnerships • Socioeconomic impact of healthcare delivery • Equitable population health policy • Advocacy strategies • Disaster preparedness and public health emergencies	#3 Students will advocate for and promote equitable population health outcomes through traditional and non-traditional collaborative partnerships with affected communities.
Scholarship for Nursing Discipline	Clinical Judgment Evidence-based practice	• Advance the scholarship of nursing, • Evidence-based practice • , Ethical conduct of scholarly activities	#4 Students will generate, synthesize, apply, and disseminate nursing knowledge by becoming change agents for healthcare transformation and quality improvement.
Quality and Safety	Health Policy Social Determinants of Health	• Apply quality improvement principles in care delivery • Contribute to a culture of patient safety • Provider and work environment safety	#5 Students will demonstrate quality and safety as a core value of their nursing practice and minimize risk or harm to patients and providers throughout the BSN program.
Interprofessional Partnerships	Communication Social Determinants of Health	• Facilitate a partnership for quality care delivery • Utilize effective team roles using principles and values of team dynamics • Use knowledge to address healthcare needs	#6 Students will engage in collaborative interprofessional partnerships across the healthcare continuum to enhance the healthcare experience and strengthen outcomes.

Domains Essential to Nursing Practice	Concepts for Nursing Practice related to the Domain	Competency Component of the Domain	JMSON expected Student Learning Outcomes
		• Maintain a climate of mutual learning, respect, and shared values	
Systems-Based Practice	Diversity, Equity, and Inclusion

Social Determinants of Health | • Apply knowledge of systems to work effectively across the continuum of care.
• Cost-effective care
• System effectiveness through innovation and evidence-based practice | #7 Students will prioritize and deliver equitable care to diverse populations through proactive leadership within complex health systems. |
| Informatics and Healthcare Technologies | Communication

Health Policy

Social Determinants of Health | • Information and communication technology tools
• Use technology to gather data, create information, and generate knowledge
• Use technology to deliver safe nursing care to diverse populations
• Use technology to support documentation of care
• Apply ethical, legal, professional, and regulatory standards, as well as workplace policies, when using technology. | #8 Students will utilize informatics and health care technologies to provide care, gather data, and form valid conclusions to guide decision-making within best practices and regulatory standards. |
| Professionalism | Ethics

Health policy

Diversity, Equity, and Inclusion | • Demonstrate ethical behavior in practice.
• Apply a participatory approach to nursing care
• Demonstrate accountability to the individual, society, and the profession
• Comply with laws, policies, and regulations, and demonstrate the professional identity of nursing
• Integrate diversity, equity, and inclusion into professional identity | #9 Students will demonstrate professional nursing standards and values related to nursing practice throughout the BSN curriculum. |

Domains Essential to Nursing Practice	Concepts for Nursing Practice related to the Domain	Competency Component of the Domain	JMSON expected Student Learning Outcomes
Personal, Professional, and Leadership Development	Clinical Judgment Communication Compassionate care Diversity, equity, and inclusion Ethics	• Demonstrate commitment to personal health and well-being • Demonstrate inquiry to foster flexibility and professional maturity • Develop a capacity for leadership	#10 Students will demonstrate growth and leadership as individuals and professionals through a commitment to personal well-being, resilience, and knowledge acquisition that supports the viability of the profession.

*based on the AACN 2021 BSN Essentials: Core Competencies for Professional Nursing Education

Baccalaureate Nursing Curriculum
The baccalaureate nursing curriculum is designed to help students develop critical thinking and communication skills. The nursing curriculum places a greater emphasis on the nursing sciences, with a focus on applying theoretical knowledge to practical applications. This includes exposing students to clinical skills, nursing theory, and the varied roles that nurses perform in the healthcare system.

Courses include nurse leadership/management, health promotion, maternal/child health, mental health, pharmacology, pathophysiology, research and evidence-based practice, transcultural nursing, adult medical and surgical care, community health, and gerontology. Students are also required to take classes in the humanities, social sciences, basic sciences, business, psychology, technology, sociology, ethics, and nutrition to enhance their learning.

This level of education encompasses a range of settings, including community hospitals, clinics, social service agencies, schools, and health maintenance organizations. Diverse training prepares students for the growing and ever-changing healthcare field (www.aacnnursing.org).

Student Learning Outcomes
The Judge-McRae School of Nursing BSN Program Student Learning Outcomes extend the mission statement and reflect current expectations in the Bachelor of Science in Nursing program. The BSN Program SLOs reflect expectations in the MHU Institutional SLOs. Additionally, the BSN Program Student Learning Outcomes (SLOs) are in alignment with the new 2021 BSN Essentials.

Mars Hill University Institutional SLOs
1. Creative Thinking (CR)**:** Students will combine or synthesize existing ideas, images, or expertise in original or innovative ways to make a product.
2. Problem Solving (PS): Students will design, evaluate, and implement a strategy to answer an open-ended question or achieve a desired goal.

3. Critical Thinking (CT): Students will investigate issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion.
4. Written Communication (WC): Students will produce quality written documents for general, professional, and academic audiences.
5. Oral Communication (OC): Students will prepare and deliver information and/or persuasive presentations for general, professional, and academic audiences.
6. Information Literacy (IL): Students will identify, locate, and evaluate information in effective and ethical ways.
7. Civic Engagement (CE): Students will develop a combination of knowledge, skills, values, and motivations to promote the quality of life in a community.

Judge-McRae School of Nursing Program SLOs
1. Students will integrate foundational knowledge, liberal arts, natural and social sciences, and knowledge to develop innovative clinical judgment in nursing practice.
2. Students will build on a scientific body of knowledge to provide individualized, compassionate, and holistic care supported by evidence-based practice.
3. Students will advocate for and promote equitable population health outcomes through traditional and non-traditional collaborative partnerships with affected communities.
4. Students will generate, synthesize, apply, and disseminate nursing knowledge by becoming agents of change for healthcare transformation and quality improvement.
5. Students will demonstrate quality and safety as a core value of their nursing practice and minimize risk or harm to patients and providers throughout the BSN program.
6. Students will engage in collaborative interprofessional partnerships across the healthcare continuum to enhance the healthcare experience and strengthen outcomes.
7. Students will prioritize and deliver equitable care to diverse populations through proactive leadership within complex health systems.
8. Students will utilize informatics and health care technologies to provide care, gather data, and form valid conclusions to guide decision-making within best practices and regulatory standards.
9. Students will demonstrate professional nursing standards and values related to nursing practice throughout the BSN curriculum.
10. Students will demonstrate growth and leadership as individuals and professionals through a commitment to personal well-being, resilience, and knowledge acquisition that supports the viability of the profession.

Community of Interest
The community of interest includes students, faculty, staff, administrators at the university, and Advisory Council members (representatives from clinical agencies, nursing students, MHU faculty in science and psychology courses, and community members).

The Director of Nursing is responsible and accountable for all program issues and reports directly to the Dean of Health Sciences. Additional administrators at the University that the JMSON program reports to include the Provost and, ultimately, the President. Recent changes in administrative reports include the following: Dr. Michelle Gilley, Dean of Health Sciences, and Dr. Tracy Parkinson, Executive Vice President & Provost.

Through student and faculty governance procedures, concerns are presented in faculty/staff meetings that are held once a month during the academic year. Student representatives are requested to be present at each meeting. Full-time faculty are expected to attend the meetings, and adjunct faculty are encouraged to do so.

Advisory Council members are requested to attend an annual meeting. Program updates are provided, and clinical representatives present their facility updates or concerns. MHU faculty in science and psychology courses are included to present any concerns, as they teach most of our students before they are accepted into the JMSON program. Community concerns or activities are presented to the group by the selected community members.

Information obtained from the communities of interest is used to inform potential program changes. This is accomplished through meetings, surveys, and evaluations.

AMERICAN ASSOCIATION OF COLLEGES OF NURSING (AACN)

Membership

The Judge-McRae School of Nursing (JMSON) is a member of AACN, the national voice for academic nursing education. The AACN works to establish quality standards for nursing education, assists schools in implementing these standards, influences the nursing profession to improve healthcare, and promotes public support for professional nursing education, research, and practice. JMSON utilizes the Essentials of Baccalaureate Education for Professional Nursing Practice to guide education in all nursing courses.

The curriculum for both programs is primarily driven by *The Essentials: Core Competencies for Professional Nursing Education (AACN, 2021)*, in collaboration with the JMSON Advisory Council, current trends in nursing education, requests from healthcare and clinical partners, and input from nursing faculty members. The framework that shapes this curriculum is centered on a strong foundation in liberal arts and natural sciences.

Curriculum Alignment with Program SLOs and BSN Essentials

Pre-Licensure BSN

Pre-licensure BSN Courses	Program SLOs	Domains of the 2021 BSN Essentials
NUR 211 Success Strategies in Nursing	1	Domain #1 Knowledge for Nursing Practice
NUR 257 Transcultural/Global Health	2	Domain #2 Person-Centered Care
NUR 306 Pathophysiology	1	Domain #1 Knowledge for Nursing Practice
NUR 308 Health Assessment & Promotion	2	Domain #2 Person-Centered Care

Pre-licensure BSN Courses	Program SLOs	Domains of the 2021 BSN Essentials
NUR 311 Fundamentals of Health Promotion	1, 2, 5, 8, 9	Domain #1 Knowledge for Nursing Practice Domain #2 Person-Centered Care Domain #5 Quality & Safety Domain #8 Informatics & Healthcare Technologies Domain #9 Professionalism
NUR 312 Promoting Adult Health	1, 2, 5, 8, 9	Domain #1 Knowledge for Nursing Practice Domain #2 Person-Centered Care Domain #5 Quality & Safety Domain #8 Informatics & Healthcare Technologies Domain #9 Professionalism
NUR 320 Promoting Healthy Aging & Quality of Life	1, 2, 5, 8, 9	Domain #1 Knowledge for Nursing Practice Domain #2 Person-Centered Care Domain #5 Quality & Safety Domain #8 Informatics & Healthcare Technologies Domain #9 Professionalism
NUR 322 Nursing Statistics	3, 4, 5	Domain #3 Population Health Domain #4 Scholarship for the Nursing Discipline Domain #5 Quality & Safety
NUR 407 Interdisciplinary Adult Health Promotion	1, 2, 5, 8, 9	Domain #1 Knowledge for Nursing Practice Domain #2 Person-Centered Care Domain #5 Quality & Safety Domain #8 Informatics & Healthcare Technologies Domain #9 Professionalism
NUR 414 Promoting Family Health	1, 2, 3, 5, 8, 9	Domain #1 Knowledge for Nursing Practice Domain #2 Person-Centered Care Domain #3 Population Health Domain #5 Quality & Safety Domain #8 Informatics & Healthcare Technologies Domain #9 Professionalism
NUR 424 Nursing Research, EBP & Informatics	3, 4, 5	Domain #3 Population Health Domain #4 Scholarship for the Nursing Discipline Domain #5 Quality & Safety
NUR 425 Promoting Mental & Community Health	1, 2, 3, 5, 8, 9	Domain #1 Knowledge for Nursing Practice Domain #2 Person-Centered Care Domain #3 Population Health Domain #5 Quality & Safety Domain #8 Informatics & Healthcare Technologies Domain #9 Professionalism
NUR 426 Leadership, Management & Bioethics	2, 5, 6, 7, 8, 9, 10	Domain #2 Person-Centered Care Domain #5 Quality & Safety Domain #6 Interprofessional Partnerships Domain #7 Systems-Based Practice Domain #8 Informatics & Healthcare Technologies Domain #9 Professionalism

Pre-licensure BSN Courses	Program SLOs	Domains of the 2021 BSN Essentials
		Domain #10 Personal, Professional, & Leadership Development
NUR 430 Focused Capstone Synthesis	1, 2, 5, 8, 9, 10	Domain #1 Knowledge for Nursing Practice Domain #2 Person-Centered Care Domain #5 Quality & Safety Domain #8 Informatics & Healthcare Technologies Domain #9 Professionalism Domain #10 Personal, Professional, & Leadership Development
NUR 440 Focused Practicum	2, 5, 6, 7, 8, 9, 10	Domain #2 Person-Centered Care Domain #5 Quality & Safety Domain #6 Interprofessional Partnerships Domain #7 Systems-Based Practice Domain #8 Informatics & Healthcare Technologies Domain #9 Professionalism Domain #10 Personal, Professional, & Leadership Development

2021 BSN Essential Domain #1 Knowledge for Nursing Practice is met through the first two years of Liberal Arts courses in Science, Psychology, Math, Humanities, and Arts. It is reinforced throughout the two years of nursing as students develop clinical reasoning and clinical judgment.

AMERICAN NURSES ASSOCIATION

The American Nurses Association (ANA) is the premier organization representing the interests of the nation's four million registered nurses. ANA is at the forefront of improving the quality of health care for all. Founded in 1896, and with members in all 50 states and U.S. territories, ANA is the strongest voice for the profession.

ANA exists to advance the nursing profession by:
- Fostering high standards of nursing practice;
- Promoting a safe and ethical work environment;
- Bolstering the health and wellness of nurses, and
- Advocating on health care issues that affect nurses and the public.

The Code of Ethics for Nurses with Interpretive Statements, or "The Code", is a vital tool for all nurses now and in the future.

While the foundational values of nursing do not change, The Code is regularly updated to ensure it is relevant to nurses today. It supports all nurses, from students to Chief Nursing Officers (CNO), in providing consistently respectful, humane, and dignified care.

The Code of Ethics for Nurses with Interpretive Statements (The Code) was developed as a guide for carrying out nursing responsibilities in a manner consistent with the quality of nursing care and the ethical obligations of the profession.

American Nurses Association Nursing Code of Ethics
1. The nurse, in all professional relationships, practices with compassion and respect for the inherent dignity, worth, and uniqueness of every individual, regardless of social or economic status, personal attributes, or the nature of health problems.
2. The nurse's primary commitment is to the patient, whether an individual, a family, a group, or a community.
3. The nurse promotes, advocates for, and strives to protect the health, safety, and rights of the patient.
4. The nurse is responsible for individual nursing practice and determines the appropriate delegation of tasks consistent with the nurse's obligation to provide optimum patient care.
5. The nurse owes the same duties to self as to others, including the responsibility to preserve integrity and safety, to maintain competence, and to continue personal and professional growth.
6. The nurse participates in establishing, maintaining, and improving healthcare environments and conditions of employment that are conducive to the provision of quality healthcare and consistent with the values of the profession, through individual and collective action.
7. The nurse participates in advancing the profession through contributions to practice, education, administration, and knowledge development.
8. The nurse collaborates with other health professionals and the public in promoting community, national, and international efforts to meet health needs.
9. The profession of nursing, as represented by associations and their members, is responsible for articulating nursing values, maintaining the integrity of the profession and its practice, and shaping social policy.

American Nurses Association, Code of Ethics for Nurses with Interpretive
Statements, Washington, D.C.: American Nurses Publishing, 2001

NATIONAL STUDENT NURSES ASSOCIATION, INC. (NSNA)

This ANA resource page is tailored for pre-licensure nursing students in an undergraduate program. Nursing students are a valued part of the ANA community! ANA respects the insights and contributions of students as the future nurse leaders. ANA partners with NSNA to help bridge the transition from nursing school to licensure and practice.

Members of the National Student Nurses Association (NSNA) are eligible to sign up as ANA Student Subscribers for free – a $10 value! If you are not a member of NSNA, you can still sign up as an ANA Student Subscriber for free by agreeing to receive membership information from NSNA.

Preamble
Students of nursing have a responsibility to society in learning the academic theory and clinical skills needed to provide nursing care. The clinical setting presents unique challenges and responsibilities when caring for human beings in various healthcare environments.

The Code of Academic and Clinical Conduct is based on the understanding that practicing nursing as a student is an agreement to uphold the trust that society has placed in us. The statements of the Code provide guidance for nursing students in developing an ethical foundation, and this guidance is not limited strictly to the academic or clinical environment, but can also assist in the holistic development of the person.

A Code for Nursing Students

As students are involved in both clinical and academic environments, we believe that ethical principles serve as a necessary guide to professional development. Therefore, within these environments, we:

1. Advocate for the rights of all clients.
2. Maintain client confidentiality.
3. Take appropriate action to ensure the safety of clients, self, and others.
4. Provide care for the client in a timely, compassionate, and professional manner.
5. Communicate client care in a truthful, timely, and accurate manner.
6. Actively promote the highest level of moral and ethical principles and accept responsibility for our actions.
7. Promote excellence in nursing by encouraging lifelong learning and professional development.
8. Treat others with respect and promote an environment that respects human rights, values, and the choice of cultural and spiritual beliefs.
9. Collaborate in every reasonable manner with the academic faculty and clinical staff to ensure the highest quality care.
10. Use every opportunity to improve the faculty and clinical staff's understanding of the learning needs of nursing students.
11. Encourage faculty, clinical staff, and peers to serve as mentors to nursing students.
12. Refrain from performing any technique or procedure for which the student has not been adequately trained.
13. Refrain from any deliberate action or omission of care in the academic or clinical setting that creates an unnecessary risk of injury to the client, self, or others.
14. Assist the staff nurse or preceptor in ensuring that there is full disclosure and that proper authorizations are obtained from clients regarding any form of treatment or research.
15. Abstain from the use of alcoholic beverages or any substance in the academic and clinical setting that impairs judgment.
16. Strive to achieve and maintain an optimal level of personal health.
17. Support access to treatment and rehabilitation for students who are experiencing impairments related to substance abuse and mental or physical health issues.
18. Uphold school policies and regulations related to academic and clinical performance, reserving the right to challenge and critique rules and regulations as per the school grievance policy.
    Adopted by the NSNA House of Delegates, Nashville, TN, on April 6, 2001.

Judge-McRae School of Nursing Chapter of NSNA

NSNA is dedicated to fostering the professional development of nursing students. NSNA is the voice of the future of the profession of nursing.

- NSNA Officers:
  - **President** - Shall preside at all meetings of this association, appoint committees as needed, perform all other duties of the office, and represent this association as needed. Must be a Senior Nursing Student
  - **Vice President** - Shall assume the responsibility of the office of President in the event of a vacancy occurring in the office until the next regular election. Shall preside at meetings in the President's absence. Shall assist the President as needed. Must be a Junior Nursing Student.
  - **Secretary** - Shall record and distribute the minutes of all meetings. Shall keep on file as a permanent record all reports, papers, and documents. Assist the president with official correspondence. Deliver to the newly elected Secretary all association papers. Should be a Junior Nursing Student.
  - **Treasurer** - Submit financial reports to the Board of Directors and membership as directed by the President. Keep a permanent record of all dues received from members and any other income and disbursements. Remit payment as follows: a) Requests for disbursement of funds shall be made in writing to the Board of Directors. b) Upon approval, the treasurer will issue checks for those requests approved. c) No funds will be disbursed without prior approval. d) All checks must have two signatures. Should be a Senior Nursing Student.
  - **Chairperson** - Serves as chairperson of the Projects committee. Attend student activities council meetings. Be accountable to the membership for notification of pending student activities. Keep members informed about activities and keep the bulletin board up to date.

Judge-McRae School of Nursing Class Officers
Each cohort of students in the JMSON will elect class officers to assist with governance, community outreach, and fundraising for the pinning, and recognition ceremony. Each class (junior and senior) will elect a president, vice-president, secretary, and treasurer. Responsibilities are similar to those noted above, but tailored to the respective class.

Note: The SNA and class presidents participate in the JMSON Pre-licensure BSN Faculty/Staff meeting as well as serve on the Advisory Council annually.

Mars Hill University
Judge McRae School of Nursing
Pre-licensure BSN Curriculum Plan (for current students)

The Traditional Bachelor of Science in Nursing (BSN) curriculum is 122 credit hours.
The general education and program requirements are included below.

Freshman Fall		Freshman Spring	
FYS 111 First Year Seminar 1	3	FYS 112 Ethical Reasoning	3
MTH 107 Finite Math	3	NS 115 Introduction to Health Sciences	4
PSY 111 General Psychology	3	Humanities - (HIS, LIT, REL, PHI)	3
ENG 111 College Composition I	3	ENG 112 College Composition II	3
HHP 111 Foundations of Health & Wellness	3		**Total: 13**
	Total: 15		
Sophomore Fall		Sophomore Spring	
BIO 134 Anatomy & Physiology I	4	PSY 212 Lifespan Development	3
Humanities – (HIS, LIT, REL, PHI)	3	BIO 135 Anatomy & Physiology II	4
Aesthetics (TA, MUS, ART, ENG230, AIM125)	3	Global Perspectives Course	3
CHM 105 Intro Gen/ Org/ Bio Chemistry	4	*NUR 211 Success Strategies Nursing	2
	Total: 14	*NUR 257 Transcultural/ Global Health	2
			Total: 14
Junior Fall		Junior Spring	
Ideas & Innovations (US)	3	NUR 312 Promoting Adult Health	7
NUR 306 Pathophysiology	3	NUR 320 Prom. Healthy Aging & QOL	3
NUR 308 Health Assessment & Promotion	3	NUR 322 Nursing Statistics	3
NUR 311 Fundamentals of Health Promotion	7		**Total: 13**
	Total: 16		
Senior Fall		Senior Spring	
Ideas & Innovations (World)	3	NUR 425 Promoting Mental & Comm. Health	6
NUR 407 Interdisciplinary Adult Health Prom.	8	NUR 426 Leadership, Management, & Bioethics	3
NUR 414 Promoting Family Health	7	NUR 430 Focused Capstone Synthesis	4
NUR 424 Nursing Research, EBP, & Informatics	3	NUR 440 Focused Practicum	3
	Total: 21		**Total: 16**

Non-nursing Credits: 58
Nursing Credits: 64

Total hours required for graduation: 122

Mars Hill University
Judge McRae School of Nursing
Curriculum Plan for Students Entering MHU Fall, 2025

Freshman Fall		Freshman Spring	
MHU 101	1	MHU 101	1
MTH 107 Finite Math Quantitative Reasoning)	3	NS 111 Introduction to Biological Sciences (Scientific Reasoning)	4
PSY 111 General Psychology (Human Behavior)	3	PSY 212 Lifespan Development	3
ENG 111 College Composition I Fundamental Concepts)	3	Human Experience - (HIS, LIT, REL, PHI)	3
KIN 111 Understanding and Transforming Your Health (Fundamental Concepts)	3	ENG 112 College Composition II	3
Cultural Contexts	3	**Total: 14**	
Total: 16			

Sophomore Fall		Sophomore Spring	
BIO 234 Anatomy & Physiology I	4	BIO 235 Anatomy & Physiology II	4
MHU 150 Character in Practice	3	Human Flourishing	3
Human Flourishing (HIS, LIT, REL, PHI)	3	BIO 136 Introduction to Microbiology	4
Creative Expressions (TA, MUS, ART, ENG230, AIM125)	3	*NUR 211 Success Strategies Nursing	2
CHM 105 Intro Gen/ Org/ Bio Chemistry	4	*NUR 257 Transcultural/ Global Health	2
Total: 17		**Total: 15**	

Junior Fall		Junior Spring	
NUR 306 Pathophysiology	3	NUR 312 Promoting Adult Health	7
NUR 308 Health Assessment & Promotion	3	NUR 320 Prom. Healthy Aging & QOL	3
NUR 311 Fundamentals of Health Promotion	7	NUR 322 Nursing Statistics	3
MHU 250 Character for a Thriving Life	3	MHU XXX Character in Our World	3
Total: 16		**Total: 16**	

Senior Fall		Senior Spring	
NUR 407 Interdisciplinary Adult Health Prom.	8	NUR 425 Promoting Mental & Comm. Health	6
NUR 414 Promoting Family Health	7	NUR 426 Leadership, Management, & Bioethics	3
NUR 424 Nursing Research, EBP, & Informatics	3	NUR 430 Focused Capstone Synthesis	4
Total: 18		NUR 440 Focused Practicum	3
		Total: 16	

Non-nursing and Pre-requisite Credits: 64

Nursing Credits: 64 (*NUR 211 & NUR 257 May also be taken in summer at the end of year two.)

* Any course over 3 credit hours has a skills lab and or a clinical component.

Total hours required for graduation: 128

*CHM 113 – General Chemistry may be substituted.

CHANGE OF ADDRESS POLICY

Changes of address or telephone number must be reported to the nursing faculty and the Registrar's Office as soon as possible so that records can be kept up to date. Students need to complete a "Change of Name/Address/Phone" form and submit it to the JMSON Administrative Assistant (see form below).

Change of Name/Address/Phone

NAME: _____   PREVIOUS NAME: _____

STUDENT ID # _____   **OR** LAST 4 DIGITS OF **SSN** # _____

PREVIOUS ADDRESS	NEW ADDRESS
PREVIOUS PHONE NUMBER	**NEW PHONE NUMBER**

*Student's Signature*_____   *Today's Date*_____

LEARNING RESOURCES POLICY

The Renfro Library is centrally located on the Mars Hill University Campus (MHU) in Mars Hill, NC. During the fall and spring semesters, the library hours are as follows: Monday through Thursday, 7:30 am to 11:00 pm; Friday, 7:30 am to 4:00 pm; Saturday, 11:00 am to 4:00 pm; and Sunday, 1:00 pm to 11:00 pm. During the summer semester, the library is open from 9:00 to 5:00 pm Monday through Friday. Library staff are available to assist (See MHU website). The library's in-house collections, resources, and services support the programs offered at MHU.

The library website, accessible through the MHU website, offers information on all the library's online resources. All online library resources are available to all on-campus computer users. All online resources are also available to students and employees who are off-campus via remote authentication, accessed by using the personal MHU username and password, similar to logging into MHU computers, email, Moodle, etc.

The library's home page for nursing provides access to the following items: topic overviews, books and media, articles, patient education resources, public health information, professional organizations and associations, standards and practice guidelines, and citation resources. The Judge McRae School of Nursing Program (JMSON) uses APA Format (7th ed.) for all the required formal papers. Please refer to the MHU library website for guidance on APA style.

The nursing librarian, **Wendy Dover**, is available to help with your research needs. Consultation sessions can be conducted in person, online, or by phone. Her email address is wendy_dover@mhu.edu, and her phone number is (828) 689-1492. Please contact Wendy by phone or email to arrange an appointment. Her hours are Monday, 1-9 pm; Tuesday, 9-5 pm; and Wednesday, Thursday, and Friday, 8:30 am – 4:30 pm. If needed outside of these hours, she can be contacted via email.

 There is also a great Nursing Guide to help you get started on your research: https://libguides.mhu.edu/nursing.

WRITING CENTER

The Mars Hill University Writing Center, located both online and in Renfro Library, offers free writing tutoring for all MHU students and can assist at all stages of the writing process, from pre-writing to revising final drafts, on any writing assignment for any class!

To schedule a tutoring session, students should use the Penji scheduling system at this link:(web.penjiapp.com). We offer tutoring by appointment as well as drop-in tutoring on Zoom and in the Writing Center. Email flopez@mhu.edu or writingcenter@mhu.edu if you have

trouble scheduling an appointment. Check out the Writing Center website at https://www.mhu.edu/current-students/student-services/writing-center/ for updated hours, FAQs, and help!

Fall 2025 hours:

- **The Mars Hill University Writing Center,** located both online and in Renfro Library, offers free writing tutoring for all MHU students and can provide assistance at all stages of the writing process, from pre-writing to revising final drafts, on any writing assignment for any class! To schedule a tutoring session, students should use the Penji scheduling system at this link:(web.penjiapp.com). We offer tutoring by appointment as well as drop-in tutoring in the Writing Center. **Our drop-in hours are Monday through Thursday from 7pm until 10pm, with daytime drop-in hours Tuesday and Thursday from 11am until 12pm.** Email flopez@mhu.edu if you have trouble scheduling an appointment. Check out the Writing Center website at https://www.mhu.edu/current-students/student-services/writing-center/ for updated hours, FAQ's, and help!
-

JMSON DIDACTIC ACCOMMODATION POLICY

JMSON Accommodation Process for Classroom
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Students in programs that require participation in clinical settings should be aware that clinical sites differ from the classroom.

It is the student's responsibility to obtain the required documentation and submit that information to the Disability Services Coordinator at MHU. Each student is responsible for providing a copy of their AAP to the nursing program director. The Judge-McRae School of Nursing Program Director will accept the accommodations. The Disability Services Coordinator will provide the JMSON Program Director with the names of tests used to grant the accommodations if requested. Then, the JMSON Program Director will share the AAP with the appropriate faculty members.

If students believe they have a disability requiring accommodation and do not have an approved Academic Accommodation Plan, they should contact Judith Harris, Disability Services Coordinator, via email at jharris@mhu.edu. Students should notify professors of the need for test accommodations by sharing the approved **AAP** with each professor at the beginning of the semester. Students should also initiate a discussion with the professor at least a week before any scheduled test date regarding the means and plan for implementing approved testing accommodations (see the Disability Services guidelines and procedures booklet).

Accommodations for students receiving additional testing time will be completed outside of regularly scheduled class time. Students receiving additional testing time will not miss any

scheduled lecture time. This may require the student to arrive at class early or stay late to meet the specified accommodations.

Accommodations in Clinical Settings
Specific accommodations that are acceptable in a classroom setting may not be suitable in a clinical setting. Students must meet all JMSON Technical Standards and policies, as well as the clinical site's institutional standards and policies related to patient care settings, to maintain safety and uphold clinical site agreements.

Disability Concerns, Appeals, and Grievances
As stated in the Disability Services guidelines and procedures booklet for MHU, concerns, appeals, or complaints regarding the approval or implementation of accommodations should first be directed to the **Disability Services Coordinator**. The Coordinator will work with the student, instructors, and other essential campus officials and staff to achieve a mutually agreeable resolution. The Disability Service Coordinator will initiate a resolution process within five working days of being notified of the concern.   The Disability Services Coordinator may vet concerns confidentially with **Disability Services Faculty/Staff Committee** members to assist in determining a fair and reasonable resolution. The student will be informed and kept apprised of steps and communications that occur to resolve the issue (see Disability Services guidelines and procedures booklet).

NCBON requirements for NCLEX testing accommodations include the following:
www.ncbon.com/dcp/i/licensurelisting-licensure-by-examination-request-testing-accommodations

Documentation required for testing includes:
- Candidates should request testing accommodations at the time of application for licensure.
- NCBON must approve the accommodation before a candidate can schedule the NCLEX examination.
- Mental impairment includes any mental or psychological disorder, such as organic brain syndrome, emotional or mental illness, and specific learning disabilities, which are protected under the Americans with Disabilities Act (ADA). *Please note that test anxiety and English as a second language are not protected under the ADA.*

Items required for accommodation:
1. Documentation from a qualified professional with expertise in the area of the diagnosed disability, which must include:
    o Recognized diagnosis found in the Diagnostic and Statistical Manual of Mental Disorders (DSM)
    o Identification of the specific standardized and professionally recognized tests/assessments given (e.g., Woodcock-Johnson, Weschler Adult Intelligence Scale)
    o The scores resulting from the testing, the interpretation of the scores, and the evaluations
    o Recommendations for testing accommodations with a stated rationale as to why the requested accommodation is necessary and appropriate for the diagnosed disability
2. Letter from the candidate defining the disability and specific testing accommodations desired

3. A letter from the Program Director defining what accommodations the candidate was given during the nursing education program

Students wishing to obtain accommodations for NCLEX testing are to mail the appropriate documents to:
NCBON
Education Department
Attn: Accommodations
PO Box 2129
Raleigh, NC 27602-2506

Nursing Program Fees
Student Fees- pre-licensure BSN student are applied during the junior and senior years. These fees cover student costs, including but not limited to: supplies, liability insurance, compliance tracking, F&S Review. (Fees are subject to change.)

Academic Advisement
Academic advisors will be assigned to each nursing student during the freshman year at MHU. Pre-nursing students will be advised by the Pre-nursing Student Advisor assigned to them after MHU 101 beginning fall, 2025. Junior and senior nursing students will be advised by current nursing faculty.

Academic advising is central to the education of every student here at Mars Hill. The relationship between advisor and student is at the core of the advising process, which encompasses most aspects of the university experience, from assisting students in making decisions about majors that will lead to fulfilling careers, to which classes to take and when, and how all of this fits into the life plans of our students. Advisors and students accomplish this in a helpful, professional, and mutually respectful atmosphere in which students are taught how to:

1. Define their personal educational and life goals;
2. Plan programs to achieve those goals;
3. Learn MHU policies and procedures, curricula options, and academic program requirements; and
4. Make full use of the resources available to them at Mars Hill.

Computer Requirements
Examinations and interactive learning experiences will be provided electronically. This requires all students to own and bring a laptop to class for use when instructed by faculty. While desktop computers may be used at home, a laptop may be required for use in the classroom.
Laptop minimum requirements:
- *PC Recommendations: Lowest Standards*

CPU	2.0GHz dual-core + higher
RAM	4 GB
Hard Drive	80 GB
OS	Windows 10

* Alternate versions of Windows 10, such as Windows RT and Windows 10 S, are NOT supported at this time. *
 Working USB Port

- *Macintosh Recommendations: Lowest Standards*
  CPU   2.4 GHz + higher
  RAM   4 GB
  Hard Drive   200 GB + higher
  OS   MacOS X 10.14.6 (Mojave), macOS Catalina (10.15.7), macOS Big Sur
  (11.0). Only genuine versions of Mac operating systems are supported.
  Working USB Port

- An approved anti-virus application and an anti-spyware application must be installed, updated, and constantly running for connection to the wireless network at MHU.
- Microsoft Office Required
  o Many computers come with Microsoft Works. This software is not the same as MS Office and is not used anywhere on campus.

Additional information is available at: https://its.mhu.edu.

COMPUTER ACCESS POLICY

All students who register for classes will have access to the Mars Hill University computer system. Each student is provided access to the official mhu.edu network account, and an email address will be assigned during the registration process. The admission office sends each student an email with instructions for accessing or setting up student accounts for the following:

- **Classlink**
- **Zoom**
- **Webmail**
- **Self Service**
- **Moodle** email at: moodleadmin@mhu.edu or call 828-689-1195
- **Library**
- **MyMHU**
- **MY Evolve**

Students are instructed to keep this information private and not distribute or share access information. The help desk is available to students needing assistance by emailing helpdesk@mhu.edu or by calling 828-689-1444.

CONTACTING FACULTY MEMBERS OUTSIDE OF CLASS

Faculty are expected to announce office hours to students through the course syllabus and door schedule. Faculty are to allow weekly office hours for student meetings. Student meetings can be completed in each faculty office, at the end of a clinical day, or via Zoom. Please refer to the following table in the course syllabus for consistent faculty-to-student interactions.

Contact Me By:	When:	Response Time:	Use This For:
Email	Anytime	Within 24 hours, M – F Within 48 hours, Weekends	Individual questions or concerns related to the course.
Q&A Forum in Moodle	Anytime	Within 24 hours Within 48hrs Weekends	General questions that might be answered by or of interest to the rest of the class.
Phone	M-F 8 am – 5 pm	Within 48 hours	Questions that have not been answered using other channels.
Request for a Zoom meeting	M-F 8 am – 5 pm	Within 48 hours	For quarantine or illness, and when other avenues have not been effective in resolving the issue.

SOCIAL MEDIA POLICY

Nursing students may encounter confidential information within the University or the patient care environment during a clinical practicum. Consistent with clinical facility Confidentiality Statements, the nursing student will refrain from any of the following:

➢ Using patients' names (any identifier including initials, room numbers, patient age, hospital name, etc.) and personal health information in any way
➢ Disclosing confidential information about the University, its employees, or its students
➢ Stating personal opinions as being endorsed by the University
➢ Using information and conducting activities that may violate JMSON academic policies, or may violate local, state, or federal laws, and regulations
➢ Posting of embarrassing, threatening, or harassing statements on either a personal page or website (Facebook, Instagram, Twitter, Snapchat, etc.). This could be grounds for disciplinary action and possible dismissal from the program.
➢ Posting any pictures of yourself or others at a clinical facility or site.
➢ JMSON clinical/simulation attire, including student I.D. badges, is not to be worn outside of assigned settings unless directed by faculty. This includes any photos/videos on all social media platforms that MHU or JMSON has not approved.
➢ Students must not engage in communication with faculty while enrolled in the program via Facebook, Twitter, Instagram, TikTok, or any other online social media platform, including personal email addresses. After students graduate, it is acceptable to engage in appropriate social media interactions.

While the JMSON faculty do not regularly review content posted to social media sites, they have the right to request the removal of any content for any reason, including but not limited to content that is deemed threatening, obscene, or a violation of intellectual property rights or privacy laws, or otherwise injurious or illegal. The JMSON does not tolerate content from students that is defamatory, harassing, libelous, or inhospitable to a reasonable academic/work environment (Harris, 2013). Social media may be used to investigate student behavior.

The nursing student is responsible for reading a document entitled "White Paper: A Nurse's Guide to the Use of Social Media"; it may be viewed at: NC Board of Nursing "Use of Social Media"

CONFIDENTIALITY POLICY

Health Insurance Portability and Accountability Act (HIPAA)
In compliance with HIPAA regulations and privacy of health information, students' health information submitted to the School of Nursing as a requirement for enrollment and participation in clinical learning experiences will be secured in the individual student's records in locked cabinets.

The HIPAA Privacy Rule is a Federal law that protects privacy and confidentiality by preventing the release of an individual's (client's) individually identifiable health information (i.e., information in a medical record).

Individually identifiable health information may be stored in a variety of formats, including paper, electronic (computers), video, audio, and photographs. Regardless of the format, all individually identifiable health information must be protected. Under no circumstances should any of this information be copied and/or removed from the clinical agency.

To comply with all applicable requirements of the Health Insurance Portability and Accountability Act (HIPAA), Public Law 104-191, and all amendments thereto, Mars Hill University and the JMSON agree to inform all students and faculty members of the requirements of HIPAA. The student shall comply with all privacy policies of the clinical agencies. The agency shall provide access to its privacy policy to all students and faculty members upon assignment to the agency.

Family Educational Rights and Privacy Act (FERPA)
Mars Hill University and the JMSON Program maintain student records in accordance with the Family Educational Rights and Privacy Act. No student information will be given to entities outside the college institution without the student's written permission. Students have the right to access and review their educational records and to question the contents therein. For further information on FERPA, please refer to the MHU Student Handbook.

STUDENT EVALUATION OF COURSES, FACULTY, AND FACILITIES

At the end of each nursing course, the JMSON faculty will distribute course evaluations. Students will be asked to evaluate the course and its respective faculty. A form is also available to evaluate the clinical facility used during the course. Student input is valued; therefore, students are expected to respond to these anonymous evaluations truthfully and maturely. Evaluation summaries are available to the Dean, Program Director, and individual faculty members after course grades are posted. Nursing faculty and the Director read, assimilate suggestions offered, and incorporate students' recommendations in curriculum and teaching whenever possible.

PROFESSIONAL BEHAVIORS POLICY

As a profession, nurses and nurse educators are expected to abide by the code of ethics for nurses set forth by the American Nurses Association [ANA] (2001), both with clients and with peers (Luparell, 2005). Therefore, in the classroom and clinical setting, students are expected to adhere to the policies of MHU and the respective facilities in which they will be observing or practicing. It is expected that all students will conduct themselves with dignity and respect in every setting.

Civil Professional Behaviors

The JMSON program expects students to contribute to a culture of professionalism and civility. Behaviors that **are expected** of students include, but are not limited to:
- Address faculty, full and part-time, according to their title (Professor or Doctor)
- Schedule appointments with faculty for any issues that may arise during this program (discussion of grades, absences, etc.); refrain from scheduling 30 minutes before class begins.
- Feedback is given constructively, providing information-specific, issue-focused observations based on the context in which the event occurred, and includes behavioral expectations and/or professional standards.
- Respect for everyone (learners, faculty, etc.).
- Maintain an appropriate tone of voice and volume in all forms of interaction.
- Refrain from the use of harmful language in all forms of interaction.
- When addressing a concern, follow the appropriate chain of command and do so in a professional manner.
- Take responsibility and accountability for your behavior.
- Engage in professional etiquette through verbal, email, and other written communication.
- Allow for open, honest, and respectful dialogue.
- Maintain a professional personal appearance in all classroom, lab, and clinical settings.
- Model civil and ethical behavior in the classroom, lab, clinical, on campus, and during all interactions with students, faculty, staff, and clinical affiliates.
- Refrain from monopolizing conversations and allow others to voice their opinion.
- Follow confidential guidelines outlined in HIPAA and FERPA.
- Conduct romantic relationships professionally in all classroom and clinical settings.

- Refrain from interacting with faculty through social media (ie, Facebook, Instagram, etc.).

Uncivil Behaviors

Uncivil behaviors in the educational setting are defined as any action that interferes with the teaching-learning process or unduly increases the stress levels of students or faculty (Clark & Carnosso, 2008). These behaviors can include a variety of actions, ranging from rude comments and actions to violent behavior (Clark & Springer, 2007). Attitude or behavior not conducive to the learning process and/or inappropriate for the nursing profession, including the following, but not limited to:

- Failure to adhere to academic integrity standards
- Gossiping or damaging a student's or faculty's reputation
- Yelling at faculty, students, or clinical staff
- Rudeness, threats, or physical violence
- Failure to participate in clinical/lab/sim or complete required assignments
- Regularly arriving late to clinical/lab/sim
- Speaking in a condescending, sarcastic, or argumentative manner
- Not responding to email, phone calls, or texts that require a reply
- Harassing, belittling, or demeaning via any form of communication (including social media)
- Displays of temper tantrums
- Failure to follow the proper chain of command in any of the educational settings.
- Unsafe practice or gross unprofessional conduct in any of the educational settings.
- Participation in illegal activities, such as alcohol or substance abuse.

Process for addressing incivility claims

Reports of a violation of these policies can be made in person or writing, but they should be submitted as soon as possible and within 60 calendar days of the incident or violation. If made in person, it must be followed up in writing.

Retaliation (intimidation, harassment, etc.) against any faculty member, student, or staff member making a good faith complaint or report of a violation of these policies is prohibited. Retaliation and false reporting may result in disciplinary action and/or other appropriate sanctions by the JMSON program.

All reports of violations of this policy will be promptly and thoroughly investigated. Upon receiving a complaint or report, the Director of Nursing will notify the Dean and follow up with others as necessary for an appropriate investigation.

Disciplinary action for violation of these policies may include, but would not be limited to, the following:

- Students - warning, counseling, suspension, or dismissal from the program.

NOTE: Faculty members reserve the right to refuse to take a student into the clinical areas if he/she feel the student would be unsafe due to inability, attitude, behavior, or personal health practices.

ACADEMIC INTEGRITY POLICY

University Honor Code and Policy on Plagiarism

HONOR CODE
We, the students of Mars Hill University, pledge ourselves to uphold integrity, honesty, and academic responsibility in and out of the classroom.

HONOR PLEDGE
On my honor, I have neither given nor received any academic aid or information that would violate the Honor Code of Mars Hill University.

Types of Honor Code Violations
- Cheating - plagiarism, cheat sheets, handing in someone else's work as one's own—for example: material from the Internet, helping someone in class in a manner that is considered cheating, giving or receiving any information that is prohibited.
- Lying - lying about any offense under the Honor Code and Honor Pledge.
- Stealing - only in those violations that the Student Code of Conduct does not cover.

Plagiarism
Mars Hill students are expected to know how to recognize and avoid plagiarism. Plagiarism is presenting other people's work as your own. Using another person's idea, words, or work is theft, just as surely as is the theft of a car or other tangible property. As members of the academic community, students must be mindful of the property of others. Failure to respect such property rights is considered a serious and punishable violation of the Mars Hill University Honor Code.

Plagiarism is:
- Presenting someone else's idea but not giving credit for it (implying the idea is yours).
- Presenting someone else's words without giving credit.
- Submitting any work that was done by someone else (including another student) and claiming it is your work—examples: lab reports and computer assignments.
- A student who plagiarizes an assignment is violating the Honor Code. Penalties for violations are determined by the instructor of the course in which the incident occurred and range from a zero on the assignment to suspension from the college.
- The use of AI is not permitted in JMSON unless a faculty member directs you to do so.

ACADEMIC GRADING POLICY

Students are responsible for monitoring their progression. Grades will be posted to Moodle so that each student can track their grades. To successfully pass a nursing course with a clinical component, students must achieve a grade of 80 or higher in the classroom portion. **Grades will be rounded with the final grade for the course** (e.g., 79.5 = 80). Clinical performance will be graded as satisfactory/unsatisfactory for each clinical course. Students must receive a satisfactory grade for clinical to pass the course.

For any student experiencing difficulty with their grades, a conference will be held, and written documentation will be signed by both the student and the instructor and placed in the student's advisor's folder. A student may request an appointment to meet with the instructor at any time. This will be arranged at a mutually convenient time for the instructor and the student.

The **grading scale** used by the JMSON nursing department is as follows:

Grading
The final course letter grade will be assigned according to the following:
 	
Letter Grade   Numerical Range
   A   90-100
   B   80-89
   C   70-79
   F   79 or below
	The final course grade is calculated based on the percentage of each course.
	
	*An **80** or above is required for all nursing courses to progress in the program.

EXAM POLICY AND PRACTICES

All students are expected to take the exam on the scheduled day. If a scheduled exam is missed, the make-up exam may be administered in an alternate format. Any exam or test missed must be rescheduled within five (5) calendar days, or a zero (0) will be recorded as the grade. This is the student's responsibility.

Exam Expectations
1. All exams will be administered on laptop computers. Students are expected to arrive 20 minutes early to allow time to prepare, turn on their laptops, and download the exam via Examplify.
2. The door to the exam room will be closed 10 minutes before the scheduled exam time. No student will be admitted to the exam room after the door has closed. Any student who does not arrive before the door is closed will not be able to take the exam during that session. A make-up exam must be scheduled with the course instructor. The make-up exam may be in an alternate format.
3. No personal belongings are permitted in the exam room. All bags, books, coats, etc. must be left in the student's locker prior to arriving in the exam room.
4. All exams will be timed appropriately for the length of the exam.
5. Questions are not allowed during testing unless it is related to a technical issue with the computer or software.

6. Students with accommodations must notify the Judge-McRae School of Nursing Program Director for approval and provide the accommodation page one week prior to the first exam to ensure it is included in their student file. Testing accommodations will be available in the simulation lab, conference room, or a separate classroom.

Grading Guidelines
1. Make–up exams: If a student must miss an exam, a make-up exam may be given in an alternate format from the original version. For example, a makeup exam for an originally formatted multiple-choice exam may be in a multiple-choice, essay, combined, or another format.
2. Late-graded assignments: Graded assignments are expected to be submitted on time. This policy may vary by course. Refer to the course documents of each course for specific guidelines.
3. Rounding of grades: Grades are not rounded for exams or assignments. Rounding occurs only for the final course grade. For example, an exam grade of 84.45 will be recorded as 84.45. A course average of 84.54 would round to an 85.
4. Final course grades are posted in Self-Service using the official JMSON grading policy: A, B, C, and F. There are no + or – grades on the letter grades for JMSON NUR courses.

EXAM REVIEW POLICY

The faculty of the Judge-McRae School of Nursing recognizes the learning opportunity available when reviewing exams. Therefore, post-exam review times will be made available on an individual/group basis, as determined by the faculty member, outside of class time. Requests for exam review must be submitted within one week of the exam's completion.

During the exam review time, students will have the opportunity to review an ExamSoft print-out of the missed questions from their test to identify areas of knowledge deficiency. A faculty member will be available during this time to provide clarification of exam items. Students are not allowed to keep the ExamSoft print-out due to exam security.

The review time will not be used for defense or justification of potential choices to exam items. If a student identifies a question/answer set that they believe has another correct or better answer, they may use the test item justification form to support their rationale. The justification form must be submitted in writing or by email to the instructor who administered the test within 24 hours following the exam review.

Submission of the justification form does not guarantee a change in exam score. Every effort will be made to review and post final exam scores before the next scheduled exam. See attached Exam Item Justification Form.

Guidelines for In-Depth Exam Review Sessions
Students who score below 85% on any exam must attend (mandatory) in-depth test reviews with the lead faculty for a complete analysis of the exam to identify strategies for improvement and success. A controlled environment for the exam review will include the following:

- No cell phones, smart watches, or smart devices of any kind. No books, computers, or coats are allowed in the review area. Faculty must always be present.
- Open to all students regardless of grade.
- Dates and times for in-depth test review will be posted on Moodle for each course.
- Students who score below 85% on any exam must meet individually with the course faculty following the in-depth test review. Students should email the course faculty to schedule an appointment. This must be done before the scheduled day of subsequent unit exams.

Individual Exam Review
- Students must request a review from faculty within five days of receiving their grade, and exams must be reviewed within ten days of administration.
- Students will not be permitted to review past exams at the end of the semester.
- Students are to complete the attached "Errors in exam processing and plan of action" form. Students should keep a copy for themselves and give a copy to their instructor.

Errors in Exam Processing and Plan of Action

Student Name: _____

Date: _____ **Class:** _____

Test: _____ **Score:** _____

# of Question missed										
Misread question or answer choices.										
Did not recall or understand the term/fact/concept/principle										
Missed a key point or significant detail										
Error in a step of the Nursing Process: A. Assessment, B. Diagnosis, C. Outcome, D. Implementation, E. Evaluation										
Identified priorities incorrectly										
Did not understand what the question was asking										
Read into the question.										
Changed answer from correct to incorrect										
Ran out of time										
Other										

Plan: What will you do differently for the next exam?

_____ Complete pre-reading assignments
_____ Organize lecture notes
_____ Participate in a study group
_____ Increase adequate study time for the exam
Other _____

Performance Trends	Yes		No
Finished with time to review			
Felt calm and in control			
Ran out of time			
Error clusters:	Beginning	Middle	End of exam

Exam Item Justification Form

Name: _____ **Semester:** _____

Unit of Study / Exam: _____ **Item number:** _____ **Date** _____

Reason for question: (Explain/rationalize why you believe your answer is correct)

_____

_____

_____

References: (Resources that support your rationale. Include page numbers from approved course texts.)

1. _____

_____

2. _____

HESI Integrated Tests are used as end-of-course and end-of-program tools to help faculty and administrators assess students' strengths and weaknesses in recalling and understanding nursing knowledge, as well as applying this knowledge in clinical situations. Additionally, a substantial number of questions require students to apply critical thinking skills to make informed nursing judgments within the context of an introductory nursing course or program. Test results enable nursing schools to identify students with knowledge and learning deficits in specific content areas.

HESI Exams/ShadowHealth

Students will be required to complete ShadowHealth case studies throughout the semester. ShadowHealth is designed to address the components of the NCSBN Clinical Judgment Measurement Model (CJMM). Faculty will clarify the expectations for each case, including the submission of additional coursework such as the JMSON critical concept map and/or a debriefing reflection document on the case study. The student will have one attempt for each assigned case study. Based on the assigned ShadowHealth, the estimated time to complete is approximately 1.5 to 3 hours.

ShadowHealth cases assigned in the "Learning Mode" will provide immediate feedback to the students at the end of the case study. Faculty will review ShadowHealth cases either in class, when assigned as a group activity, or individually, when ShadowHealth cases are provided for clinical and/or simulation make-up. Student(s) and faculty will review the debriefing component of the ShadowHealth to address missed opportunities and discuss clinical reasoning.

STUDENT ATTENDANCE POLICY

All nursing students are expected to attend and participate in all meetings (class, lab, and clinical) of the courses in which they are enrolled. Any absence is incurred at the student's own risk. Attendance is vital for success in the nursing program. Students must attend at least 90% of each component of each course. For example, in a course that includes a didactic/theory (classroom) portion, a lab portion, and a clinical portion, the required minimum attendance is 90% of the classroom hours, 90% of the lab hours, and 90% of the clinical hours.

Missed material, skills, or clinical experiences may not be available for make-up. Exams that are missed may require an alternate format exam, typically an essay exam administered in a timed, seated, and monitored environment.

Absences of more than 10% for extenuating circumstances will be considered on an individual basis. Examples of extenuating circumstances may include the death of an immediate family member, court/legal issues, or a medical emergency. Absences related to work, childcare, doctor appointments, and/or travel are not considered extenuating circumstances. For an absence to be

considered an extenuating circumstance, the student must submit appropriate documentation to the faculty member.

All student-athletes are required to email their schedules to their instructors and copy the department administrative assistant at the beginning of the semester and within 24 hours of any changes to practice or game times.

CLASSROOM POLICY

1. All classes will begin as scheduled on the course calendar unless otherwise specified.

2. Students are expected to be **prepared for class** by reading the required text assignments, completing any assigned classwork, and participating in other relevant learning activities before each class. Students must have the appropriate textbooks, notebooks, writing instruments, and other necessary materials with them in **all** classes unless otherwise instructed.
    Exception: Students may use an electronic device in class if they have opted for the e-book textbook option for the class. However, the use of electronic devices in class will be monitored. In the event a student uses electronic devices for personal use during class time, such as social media or texting, the student may be asked to leave the classroom, receive an absence for the day, and will not be allowed to return to class with an electronic device.

3. Students are expected to be **on time** and ready to begin class and/or the nursing skills lab. If a student will be late or absent from class, they must notify their faculty member via email.

4. Students are responsible for monitoring their attendance. The faculty member is not required to notify students in danger of excessive absences. Missed material will not be re-taught by the faculty member.

5. Students are expected to participate in class discussions, but must refrain from talking that is unrelated to the class or any movement that may interfere with the learning of other class members. Students will be called down if inappropriate talking or movement occurs and will be asked to leave the classroom.

6. Students are expected to **complete and submit all assigned classwork and homework by the specifi**ed due dates. All assignments must be typewritten or neatly handwritten in black ink on regular 8 ½ x 11-inch paper or forms provided by the instructors. If forms are provided, students are expected to use the provided forms. Most forms will be available in an electronic format through Moodle for student use. Points will be deducted for assignments submitted after the due date.

7. Examinations are to be completed on the JMSON laptop computers in the classroom and in the presence of the instructor or proctor. Students may bring earplugs on test days if

they are easily distracted by noise or movement while finishing their tests or examinations.

8. **<u>Dress Code for Classroom (Except for Clinical, Simulation, and Laboratory Settings) Nursing students are expected to project a professional image, whether in uniform for clinical, simulation, and laboratory settings</u>** or in the classroom. The image projected reflects upon the Judge-McRae School of Nursing and the profession of nursing. Shorts, tank tops, revealing clothing, and flip-flops do not convey a professional image. Nice jeans (no holes), sandals, and capris are acceptable.

9. Personal cleanliness is a prerequisite for client care. Regular bathing, hair washing, and the use of deodorant are essential for personal cleanliness and are expected to be maintained in a manner that promotes the absence of body odor. All attire, accessories, and other items must be laundered appropriately and in good condition. Appropriate undergarments should be worn at all times.

10. Students are allowed in the lab area after hours for practice only. No equipment shall be removed from the lab without prior approval from the nursing faculty.

11. Each student is responsible for maintaining an orderly appearance of the lab at all times. Equipment should be returned to its proper storage place. The manikins and beds should be left neat and in a proper position. Trash should be removed from over-bed tables and desks after the scheduled lab time.

12. Students are expected to participate in maintaining a neat, clean, and orderly environment in all classrooms and laboratories. Food and drink are **<u>NOT</u>** allowed in the skills lab or simulation lab. Drinks with lids may be allowed in the classroom during lectures, but no food is permitted.

13. Students are to demonstrate professional conduct at all times and in all educational settings. The use of profanity or any other inappropriate language will not be tolerated.

14. Students are **<u>NOT</u>** allowed to leave class or lab except during scheduled breaks. If a student is experiencing an issue that may result in an abrupt departure from class, they should inform the instructor at the beginning of the class. Scheduled breaks occur approximately every 50 minutes to an hour, depending on the activity in the class session.

15. Due to the sensitive nature of the content discussed in the classroom setting, taped recordings of lectures are not permitted without prior approval from the faculty.

16. Cellular phones and/or beepers are **<u>NOT</u>** allowed to be on in the classroom or labs. Cell phones **<u>MUST</u>** be turned off or silenced/muted while in class (not on vibrate).

17. Due to the nature of content and equipment used for learning experiences, **<u>NO</u>** children are allowed in the learning area (classroom, skills lab, or computer lab). Children may not be left unattended in the Ferguson Health Sciences Building or anywhere on campus.

18. **Students who fail to abide by classroom and online regulations will be subject to disciplinary action, ranging from verbal warnings to written warnings and/or dismissal.** A review of this Student handbook and student understanding (as evidenced by the signature of the Acknowledgment of Policies and Expectations form) constitutes a verbal warning. Certain circumstances may necessitate a written warning, probation, or dismissal, depending on the seriousness of the infraction.

PERFORMANCE IMPROVEMENT CONTRACT POLICY

The Performance Improvement Contract (see attached form) will be completed for any student requiring counseling due to academic, behavioral, or classroom/clinical performance issues. The procedure is as follows:

1. The problem is identified.
2. Faculty member(s) decide on corrective action.
3. Form is completed.
4. Student is counseled.
5. Student and Faculty sign the form.
6. Form is kept in the student's record.
7. A verbal warning is issued to the student during New Student Orientation, and the student agrees to follow the policies by signing the policy manual agreement form.
8. Multiple events may result in dismissals based on the steps listed below:

    ➤ **1st event warning** – Verbal warning; a copy of the pre-licensure BSN Student Policy Manual is given and reviewed with the student at orientation. This serves as the 1st event verbal warning.
    ➤ **2nd event warning** – Written warning/Probationary status; if in clinical, sent home with unsatisfactory, resulting in Probationary Status.
    ➤ **3rd event warning** - dismissal from the program.

** Any "Unsatisfactory" on the final clinical evaluation may preclude the need for any prior performance improvement contract and can result in dismissal from the program.

**JUDGE MCRAE SCHOOL OF NURSING
PRE-LICENSURE BSN**

Performance Improvement Contract (PIC)

Instructor Name _____

Student Name _____

Course Name _____ **Counseling Date** _____

Type of Warning

1ˢᵗ Event Verbal Warning   Pre-Licensure Handbook Review

2ⁿᵈ Event Written Warning   _____

3ʳᵈ Event Dismissal   _____

Reason for Counseling:

_____

_____

_____

_____

Description of Behaviors:

_____

_____

_____

PERFORMANCE IMPROVEMENT CONTRACT (continued)

Background Information:

_____

_____

_____

_____

_____

_____

Course of Corrective Action:

_____

_____

_____

_____

_____

Signature _____   _____
                          Student   **Date**

Witness _____   _____
                          Faculty   **Date**

Witness _____   _____
                          Faculty   **Date**

PROGRESSION POLICY

Progression in the Judge McRae School of Nursing Program develops as indicated below:

1. Students must be accepted into the JMSON program.
2. Students must pass all pre-requisite courses with a grade of "C" or higher (includes A&P I and II, CHM or sub, PSY 212) (and BIO 136 if required)
3. Students must pass all nursing courses with a grade of 80% or higher.
4. If a student is dismissed from the program due to clinical performance, they will not be allowed to complete a withdrawal form and will receive a grade of "F".
5. If a student is dismissed from the program for academic dishonesty, they will forfeit future opportunities to re-enroll in the JMSON program.
6. Students must apply to the Registrar's Office in the middle of the third semester for evaluation of graduation requirements.
7. Students must earn a satisfactory grade in the clinical component and/or lab component for each nursing course (NUR prefix) to continue in the JMSON Program.

PROBATION POLICY

This policy applies to students enrolled in the JMSON Program at Mars Hill University and **supersedes** the University's probation policy as stated in the University Catalog.

The JMSON program requires students to maintain a grade of 80% or higher in all courses in the curriculum as the minimum satisfactory level.

SUSPENSION POLICY

A JMSON student receiving a grade below an 80% in any nursing course will be suspended from the program. Additionally, any student on academic probation who fails to meet the requirements outlined in the probation policy will be subject to suspension.

A student shall be dismissed from the JMSON program for failure to meet clinical standards. Students who are identified as having physical and/or emotional problems that do not respond to appropriate treatment and/or counseling within a reasonable period will be dismissed from the JMSON program.

Failure to earn the required **minimum passing grades** for each nursing course at the end of any term will result in suspension from the program. Note that an 80 or above is required in theory, and a satisfactory score is required in clinical and/or lab. Receiving an "F" in any non-nursing-related courses will result in suspension from the JMSON program.

WITHDRAWAL POLICY

Students have the opportunity to withdraw from courses up to the Mars Hill University date for withdrawal with a "grade of W" as listed on the University Academic Calendar. A student who wishes to withdraw from any nursing course should meet with the JMSON Program Director and complete an official withdrawal form with the required signatures. Failure to officially withdraw will result in a grade of "F" for the student for that course in which he/she was enrolled—withdrawal from any required nursing course results in withdrawal from the nursing program. If the student desires readmission at a later date, the readmission policy is utilized.

Grades will be reviewed at the midterm point of each NUR course. At this time, if the instructor(s) feel that the student, due to reasons including but not limited to: unsatisfactory theory grades; lack of interest; health concerns; or any other reasonable cause, the student may be advised to withdraw to prevent failure.

Medical Withdrawal

If a student requests a medical withdrawal, the student will be required to complete the University's Health Withdrawal Form. A copy of the form will be provided to the Director of Nursing to facilitate the monitoring of safety essentials in nursing practice, as outlined in accreditation guidelines.

Students returning to the JMSON program after a medical withdrawal will be required to resubmit a physical examination that includes documentation showing the student can perform the required Technical Standards and can safely continue to care for patients. This process is designed to support a student as they transition back into the institution and connect them to resources that will foster their success.

Tuition and Testing Fee Refunds

Registration for a semester is considered a contract that binds the student to charges for the entire semester. The university will, however, allow a reduction in charges as follows:

- Withdrawals during weeks one through nine will be prorated on the Department of Education's calculation of a student's attendance based on the number of days enrolled. The financial obligation includes all general and program fees that are charged at 100%. Tuition, room, and board are prorated based on the Department of Ed calculations.
- Withdrawals during week 10 or above will result in a financial obligation of 100%.

A student suspended for disciplinary purposes does not receive reductions and is liable for the cost of the entire semester (refer to the MHU catalog).

DISMISSAL POLICY

Grounds for dismissal are as follows:

1. Problems in physical or emotional health that impair the ability to provide safe, competent care, which do not respond to appropriate treatment and/or counseling within a reasonable period.
2. Indulging in alcoholic beverages or abusing or misusing any drug or medication that interferes with the ability to function in any of the educational settings.
3. Failure to meet satisfactory progression in the theory, clinical, and lab components, if applicable, for the nursing courses. Note: A student must earn a "C" or better in the theory component and a satisfactory grade in both the clinical and laboratory components in all NUR prefix courses to continue in the JMSON Program.
4. Failure to comply with the required attendance policies or other program policies will result in appropriate disciplinary action, which may include a verbal warning, written warning, probation, and/or dismissal, depending on the nature of the infraction and whether corrective action was taken. **Note: A "No Call, No Show" to clinical, skills lab, or simulation lab will result in immediate dismissal from the JMSON Program.**

Repeating/Transfer Students

Transfer Placement
Applicants desiring to be considered for transfer into the Pre-Licensure BSN Program must fulfill the general admission requirements of Mars Hill University. The first step is to complete an application for admission to MHU.

Mars Hill University will accept for credit those courses completed at regionally accredited undergraduate two-year and four-year institutions or from other institutions when appropriate documentation is provided. A minimum of 25 percent of the total credit hours for the degree and a minimum of 12 hours in the major must be earned at Mars Hill.

Courses submitted for transfer credit are evaluated by the registrar's office in consultation with the appropriate department chairpersons. Courses to satisfy general education requirements will be evaluated by the Registrar for transfer credit, and the Director of Nursing will evaluate major requirements.

Applicants who are not currently enrolled in nursing courses or who have not completed nursing courses within the previous three years are considered for admission as a transfer student and should consider applying for admission to the Pre-licensure BSN program. Depending on the circumstances for transferring.

The applicant is responsible for ensuring that all requirements have been met and that the Director of Nursing has received all necessary materials before the application deadline.

Completion of these requirements does not guarantee that you will be accepted into the Pre-licensure BSN program as an advanced placement student.

The following program admission requirements for MHU must be met before submitting an advanced placement application form.

- Three **(1) references** (not relatives or close friends) submitted to the Director of Nursing, Dr. Shepard. ***Reference forms that are more than one (1) year old at the time of the general admission requirements deadline will not be accepted.***
- Currently listed on the North Carolina NAI registry.
- A physical exam that is not older than one year.
- Updated Health Form with current required immunizations.
- Completed Criminal Background Check and Drug Screen.
- Current BLS Certification for American Heart Association Basic Life Support **(BLS)** for the **Healthcare Provider.**

<u>The applicant is responsible for ensuring that all requirements have been met and that the Director of Nursing has received all necessary materials prior to the start of classes.</u> Completion of these requirements does not guarantee that you will be accepted into the JMSON program as a transfer placement student.

Readmission Policy

Applications for readmission to the nursing program will be reviewed and considered. If the reason for failure to progress was from a non-academic area, each case will be considered on an individualized basis.

A student may be considered for readmission based on the availability of student space (up to 50) and their performance in their last completed semester. Transcripts and course syllabi from other colleges will be evaluated to determine course acceptance (credit hours and course content) and appropriate placement.

When a student fails a nursing course, this will require the student's withdrawal from the program. A student will be re-admitted to the JMSON program only <u>once</u> following a failure in a nursing course. If a student fails a nursing course or chooses to withdraw from it, re-entry into the program will be based on fulfilling any deficiencies, demonstrating student readiness, and availability of space in the program.

Requirements for readmission/advanced placement are as follows:
1. Review of documents submitted.
2. Approval by the faculty of the JMSON pre-licensure BSN Program.
3. Availability of class space according to North Carolina State Board regulations.

Proper placement in the curriculum sequence will be determined on an individual basis by demonstrating retained knowledge and competencies.

For any questions, please contact Dr. Sharon I. Shepard, Director of Nursing, by phone 828-689-1610 or email sharon_shepard@mhu.edu.

APPEAL POLICY

JMSON Chain of Command
All student issues will be addressed using the Judge-McRae School of Nursing Chain of Command.

JMSON Chain of Command for Students

- **Student to Student**
  Students are expected to discuss issues and work them out together.
- **Student to Faculty**
  If the student-to-student issue cannot be resolved and it involves things related to a particular course, the student should contact the lead faculty member teaching the course to help resolve the issue.
- **Student to Simulation/Lab/Clinical Coordinator**
  If the student-to-student issue is related to a simulation/lab/clinical issue and cannot be resolved, the student discusses the issue with the Simulation/Lab/Clinical Coordinator.
- **Student to Director**
  o If the general course issue cannot be resolved, the student should discuss the issue with the Director.
  o If the student-to-student issue cannot be resolved, the student should discuss the issue with the Director.
  o If the student's issue with the Simulation/Lab/Clinical Coordinator cannot be resolved, the student member should discuss the issue with the Director.
  o The Director has the final decision.
- **Student to Dean**
  If general course issues or student-to-faculty issues cannot be resolved with the Director, the student should discuss the issue with the Dean. The Dean has the final decision.

Appeal Process
A student who has been dismissed from the nursing program has the right to appeal through the following procedure. The student must be prepared to present a case showing a wrongful dismissal. To file an appeal, the student must:

1. Submit their case to the appropriate faculty member within one business day of program dismissal notification. The faculty member will respond within two business days of receiving the appeal.
2. If a clinical issue arises, the student will submit their case in writing to the Clinical/Lab/Simulation Coordinator. If a course or student issues arise, the student will submit their case in writing to the JMSON Director. The appropriate person will respond to the student within two business days of receiving the appeal.
3. If the student is not satisfied with the faculty member's or the Coordinator's response, they can submit their case in writing to the JMSON Director within one business day following the response from the instructor. The JMSON Director will respond within two business days of receiving the appeal.
4. If not satisfied with the JMSON Director's response, the student can submit their case in writing to the current Dean within one business day of receiving the response from the JMSON Director. The Dean will respond within two business days of receiving the appeal.
5. If dissatisfied with the Dean's ruling, either party may lodge a formal appeal of the ruling in writing to the Provost, who will refer the matter to a special Board of Academic Appeal, at his or her discretion. A meeting of the committee or board will be held within two weeks of the formal appeal's submission, during which both the student and the instructor will provide relevant evidence. Within one week of this meeting, the chair of the committee or board will issue a decision regarding the appeal, which will be final and binding.

PROGRAM COMPLETION POLICIES

Graduation

Nursing students must have a minimum cumulative GPA of 2.5 overall to graduate from the nursing program.

Students must complete an application for graduation in the Registrar's Office by the end of the fall semester of their senior year. A diploma fee is charged to each student who graduates. Students are encouraged to attend the MHU graduation ceremony at the end of the spring semester.

Pinning Ceremony

A pinning and recognition ceremony will be held at the end of the spring semester in May. All prospective senior BSN students are expected to participate in the Pinning Ceremony. The planning committee for the pinning ceremony will consist of senior students, class officers and the Director of Nursing.

Items that graduates will need to purchase for pinning include:
- JMSON nursing pin

Additional dress requirements include graduation gowns and appropriate shoes. Mortar Boards are not required. Hair, beards, mustaches, nails, jewelry, and appearance will follow the dress code required for Clinical, Simulation, and Laboratory settings.

National Council Licensure Examination (NCLEX-RN)

All graduates of nursing programs leading to eligibility to apply to take the national exam to be licensed as Registered Nurses (RNs) are required to pass the National Council of State Boards of Nursing Licensure Exam (NCLEX-RN) to obtain a license to practice nursing and to use the title "RN". The examination is the same in each state and is offered on a computer through various testing facilities in the state.

Application materials are available online for each state board of nursing. For those in North Carolina, the address is www.ncbon.com. Each Board of Nursing determines the applicant's eligibility to take the NCLEX-RN. The program director verifies graduates for approval to take the licensure exam. Graduates who have not met all program requirements, including any remediation, will not be verified for licensure.

All graduate nurses are personally notified of their performance on the National Council of State Boards of Nursing Licensure Exam by the State Board of Nursing in the state where they took the examination. This information is reported as either "pass" or "fail." No individual scores are given to anyone. Successful candidates are listed as registered nurses on the state board website. The first attempt at passing the NCLEX is essential to both the applicant and the JMSON. The probability of passing the NCLEX decreases with each attempt. Students are encouraged to continue extensive preparation for the NCLEX exam after graduation and postpone other activities, such as vacations and wedding planning, until after they have taken their exam.

<center>**JMSON Faculty and Staff Credentials**</center>

Full-Time Faculty

Dr. Sharon Shepard, Professor, Director of Nursing
PhD, RN in Nursing Research

Mr. Robert Keith Nesbitt, Assistant Professor of Nursing
ABSN, BS, RN-PCCN Western Carolina University
BS, MS in Natural Resources at North Carolina State University

Ms. Christie Moldovan, Assistant Professor of Nursing
BA in Communications, ABSN, University of Miami
MSN-FNP Georgetown University

Dr. Marc Eden, Assistant Professor of Nursing
ADN in Nursing, AB Technical College, Asheville, NC
BSN in Nursing, Western Carolina University, Cullowhee, NC
MSN in Nursing Education, Western Carolina University, Cullowhee, NC
DNP in Nursing Education, Western Carolina University, Cullowhee, NC

Dr. Andrea Yontz, Assistant Professor of Nursing
ADN in Nursing, Wilkes Community College
BSN in Nursing, Winston-Salem State University, Winston-Salem, NC
MSN in Nursing, Appalachian State University, Boone, NC
PhD in Nursing Research, currently in process, University of Missouri, Columbia, MO

Dr. Michael Youngwood, Assistant Professor of Nursing
ADN in Nursing, Haywood Community College, Clyde, NC
BSN in Nursing, Western Carolina University, Cullowhee, NC
MSN in Nursing Education, Western Carolina University, Cullowhee, NC
DNP in Nursing Executive Leadership, UNC Wilmington, Wilmington, NC

Adjunct Faculty

Samantha Causby, RN, BSN, MSN

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INSURANCE POLICY/ACKNOWLEDGEMENT

Liability Insurance

All School of Nursing students are covered by liability insurance through Mars Hill University prior to the first clinical/practicum contact with the community.

Personal medical insurance is not required. However, the student is responsible for any medical fees incurred throughout the program.

I_____, have been informed by the Judge-McRae School of Nursing that Mars Hill University provides medical malpractice insurance, however, any incurred medical treatments or expenses are the responsibility of the individual student during the entirety of admission to the program.

_____   _____

Student Signature   Date

_____

Printed Student Name

JUDGE-MCRAE SCHOOL OF NURSING

PRE-LICENSURE BSN EDUCATION

Acknowledgment of Policies and Expectations

I have read and understand this Judge-McRae School of Nursing Pre-licensure BSN Handbook, and I agree to abide by the terms therein.

Student's Full Name (Please Print) _____

Student's Signature _____

MHU ID Number _____

Date _____