

*Lurleen B. Wallace*  
*Department of Nursing*

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**STEP**  
**Student Handbook**

*2017-2018*

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**LURLEEN B. WALLACE DEPARTMENT OF NURSING**  
**Policy & Procedures Manual**  
*Empowering exemplary nurses to care for anyone, anytime, anywhere*

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LURLEEN B. WALLACE DEPARTMENT OF NURSING

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The policies and requirements of the Department of Nursing are constantly being reviewed, and are subject to revision by the School of Health Professions. This is necessary in the light of developing technology and changes occurring in the nursing profession. Therefore, the policies and requirements as set out in the latest catalogue and Undergraduate Student Handbook of the Department of Nursing will be applicable to all students, regardless of what the policies were on the date of entry into the Department of Nursing.

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**Policy & Procedures Manual**  
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**Table of Contents**

Background of the Department of Nursing	5
Accreditation and Membership	5
Mission Statement	5
Vision Statement	5
Core Values	5
Department Goals	7
Department Learning Outcomes (DLO's):	8
Program Learning Outcomes (PLO's) Undergraduate	8
The Professional Scholars' Code	9
Professional Scholars Code Agreement	12
Standards for Professional Behavior	13
Standards for Professional Behavior Agreement	16
Professionalism in Social Media and Electronic Communication	17
Educational Mobility-STEP Program RN-BSN	18
Admission Criteria, Retention, Course and Graduation Requirements	18
Admission Criteria Fall 2014	18
Retention in the Educational Mobility-STEP Program for students entering Fall 2014 and thereafter	18
STEP Program	19
RN-BSN	19
REQUIRED NURSING COURSES	19
Required Nursing Courses By Semester	20
Beginning Fall 2014	20
Description of STEP Courses - Nursing (NU)	21
Essential Functions for Admission and Progression in the Upper Division of Nursing	22
Credit System	25
Dismissal from the Nursing Major	25
Grading Policies	25
Grading System	25
Grade Point Averages	25
Academic Forgiveness and Second Chance	25
Student Appeal and/or Grievance Procedure	26
Smoke-Free Environment Policy	27
Health Insurance Portability and Accountability Act of 1996	27
HIPAA Statement of Understanding	28
Financial Assistance	28
Nursing Scholarships	28
Special Nursing Costs	29
Requirements for Graduation	29
See JSU Undergraduate Catalogue	29
Licensure Requirements	29
Student Affairs	29
Jacksonville Association of Nursing Students	29
Nurses Christian Fellowship	29
Sigma Theta Tau	30
Student Services	30
Counseling Services	30
Career Services	30
Disability Support Services	30
RMC/University Health Center	31
Letter of Understanding	31
Statement of Understanding Regarding English Competency Exam and EPP	31
EPP Guidelines for STEP Students	32
Faculty of the Department of Nursing	33
Staff of the Department of Nursing	36

**LURLEEN B. WALLACE DEPARTMENT OF NURSING**  
**Policy & Procedures Manual**  
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## **Background of the Department of Nursing**

The Lurleen B. Wallace Department of Nursing at Jacksonville State University was one of the few memorial colleges of nursing in the United States. It was created in 1967 by the Legislature of Alabama as a memorial to Governor Lurleen B. Wallace. The first class graduated from the College in August 1972. Graduates of this program earn a Bachelor of Science in Nursing (BSN) degree. The addition of a masters degree program with a major in community health nursing was approved and implemented in Fall 1999. The School of Health Professions was created in June 2016. The Department of Nursing falls under this School.

## **Accreditation and Membership**

Jacksonville State University is accredited by the Southern Association of Colleges and Schools. Both the baccalaureate and master's programs of the Lurleen B. Wallace Department of Nursing are accredited by the Commission on Collegiate Nursing Education through 2015. Accreditation is an indication of public approbation, attesting to the quality of the education program and continued commitment of the sponsoring institution to support the program. The nursing program has maintained continuous accreditation and Alabama Board of Nursing approval since its inception. For further information about the accreditation of the program, please contact the Commission on Collegiate Nursing Education at the following address:

Commission on Collegiate Nursing Education  
655 K Street, NW Suite 750  
Washington, DC, 20001  
Phone: (202) 887-6791  
Fax: (202) 887-8476  
<http://www.aacn.nche.edu/ccne-accreditation>

## **Mission Statement**

The Department of Nursing delivers evidence based teaching and learning within professional undergraduate and graduate programs to develop quality nurses prepared to engage within the global healthcare environment with emphasis on practice, service and scholarship. (10/18/2013)

## **Vision Statement**

Empowering exemplary nurses to care for anyone, anytime, anywhere.  
6/2013

## **Core Values**

Professional values serve as a foundation for nursing practice.

1. Professionalism
2. Integrity
3. Compassionate Care
4. Nursing Knowledge
5. Student-centered learning
6. Excellence
7. Communication and Collaboration
8. Diversity and Inclusion

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### **Definitions of Core Values**

**Professionalism** – is inclusive of attributes, beliefs, and communication that are characterized by respect for others, integrity, responsibility, accountability, courage, humility, advocacy and an innovative spirit which demonstrate the caring nature of a nurse.

**Integrity**-is a quality that encompasses honesty, truthfulness, and indicative of a person who displays morality and good character.

**Compassionate Care** – is an attribute which represents fundamental actions by all nurses, nurse faculty, and students characterized by supportive, protective quality care in all dimensions of the individual including physical, emotional, mental, and spiritual.

**Nursing Knowledge** – encompasses the inclusive total of the philosophies, theories, research, and practice wisdom of the discipline. As a professional discipline this knowledge is important for guiding the safe practice of nursing (Smith & Liehr, 2008).

**Student-centered learning**-Student-centered learning includes multiple learning experiences and instructional approaches which shift the focus from the instructor to the student. Instructors guide learning which is designed to address student learning needs, interests, goals, cultural differences, and career aspirations while effecting desired program outcomes. Student-centered learning allows the individual student to have an active role in the teaching/learning relationship.

**Excellence** – is reflected in evidence-based teaching and learning achieved by both faculty and students where exemplary scholarship, service, teaching, and practice are valued by all stakeholders in the academic and practice environments.

**Communication and Collaboration** –consist of collaborative relationships and community partnerships among students, faculty, patients, and other stakeholders to facilitate the delivery of coordinated patient-centered care. Effective communication is an essential component of professional teamwork and collaboration.

**Diversity and Inclusion** – compose the totality of attracting both students and faculty from a variety of backgrounds and ethnicities to create a multicultural community of learners. It is not enough to only attract but also to authentically include all cultures within the academic and practice milieus to promote delivery of culturally sensitive and compassionate care.

Smith, M. J., & Liehr, P. R. (2008). Middle range theory for nursing. New York: Springer Publishing.

05/2016 Revised

### **Department Goals**

To achieve this mission, the Department of Nursing will,

1. Deliver innovative quality nursing education programs at the baccalaureate and graduate levels.
2. Engage in continuous quality improvement practices to ensure relevance of the curricula in an evolving complex healthcare environment.
3. Foster faculty development that enhances the scholarship of teaching, research, and service.
4. Recruit, develop, and retain diverse students and faculty who possess knowledge, skills, and attitudes reflective of the nursing profession.
5. Develop collaborative partnerships and inter-professional relationships designed to meet the needs of internal and external communities of interest.
6. Use technology to foster innovation in nursing practice, nursing education, and evidence-based decision making.
7. Promote scholarship, service, and practice activities that include students and faculty.

05/2014

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**Department Learning Outcomes (DLO's):**

Upon completion of the Jacksonville State University Department of Nursing programs, the student will be competent in and demonstrate critical thinking, therapeutic nursing interventions, effective communication and professional behavior.

- I. Critical thinking reflects skills in reasoning, analysis, evidence based practice, and decision making relevant to the discipline of nursing. Critical thinking encompasses knowledge, skills, and values from the arts and sciences to provide safe and quality care to diverse populations. Critical thinking integrates knowledge and skills in leadership, quality improvement, and safety in providing high quality health care. Critical thinking examines the role of financial and regulatory health policies and their effects on health care systems.
- II. Therapeutic Nursing Interventions (TNI) reflect the ability to safely perform theory and/or evidence based patient centered nursing interventions reflective of professional knowledge, skills, and attitudes. TNI reflect the synthesis of evidence-based practice to improve patient outcomes and identify practice issues.
- III. Effective Communication. Effective Communication reflects the students' interpersonal relationship skills reflective of professional values/attitudes evidenced through effective written, oral and nonverbal communication, group process, use of information technology, and the ability to adapt communication to needs of the patient/family, colleagues, health care team and situation. Effective Communication reflects synthesis of communication and collaboration as an interprofessional team member to deliver high quality, safe patient centered care.
- IV. Professional behavior. The Department of Nursing (DON) embraces the professional values promulgated by the American Association of Department of Nursing (AACN) and the American Association of Nursing (ANA) Code of Ethics. Professional behavior expectations, in both classroom and clinical settings, include respect for all, a primary commitment to the patient, advocacy for the health, safety and rights of patients, responsibility and accountability for one's own nursing practice, duty to self to maintain integrity, competence and professional growth, ownership of a healthy work/health care environment, contributions to the advancement of the profession, interprofessional collaboration, and the articulation of nursing's values and the shaping of social policy.

**Program Learning Outcomes (PLO's) Undergraduate**

Based on The Essentials of Baccalaureate Education for Professional Nursing Practice (AACN, 2009), graduates of the baccalaureate nursing program will be able to:

1. Synthesize knowledge, skills, and values from the arts and sciences to provide safe and quality care to diverse populations. (PLO's I and II; Critical Thinking and Therapeutic Nursing Interventions)
2. Integrate knowledge and skills in leadership, quality improvement, and safety in providing high quality health care. (PLO's I, II, and III; Critical Thinking, Therapeutic Nursing Interventions, and Effective Communication)
3. Synthesize evidence-based practice to improve patient outcomes and identify practice issues. (PLO's I, II, and III; Critical Thinking, Therapeutic Nursing Interventions, and Effective Communication)
4. Synthesize knowledge and skills related to information management systems and patient care technology to deliver safe and effective evidence-based care. (PLO's I and II; Critical Thinking and Therapeutic Nursing Interventions)
5. Examine the role of financial and regulatory health policies and their effects on health care systems. (PLO's I and IV; Critical Thinking and Professional Behavior)
6. Synthesize effective communication and collaboration as an interprofessional team member to deliver high quality, safe patient care. (PLO's III and IV; Effective Communication and Professional Behavior)
7. Analyze programs for health promotion, disease and injury prevention across the lifespan to improve individual, family, and population health (PLO's I and II; Critical Thinking and Therapeutic Nursing Interventions)



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8. Emulate core values associated with professionalism to ensure responsibility and accountability to the nursing profession. (PLO IV; Professionalism Behavior)
9. Synthesize knowledge, skills, and values that ensure high quality, patient centered care. (PLO's I, II, III, and IV; Critical Thinking, Therapeutic Nursing Interventions, Effective Communication, and Professional Behavior)

04/2014 Revised

## **The Professional Scholars' Code**

### **I. Professional Scholars' Code**

#### **A. Introduction**

The academic community of student and faculty at the Department of Nursing (DON) strives to develop, sustain and protect an environment of honesty, trust and respect. Students within the system receive the benefits of the academic pursuit of knowledge, free from the obstacles of academic dishonesty. The Professional Scholar's Code demands that students act with integrity in all of their endeavors. Exhibiting honesty in academic pursuits and reporting violations of the Professional Scholar's Code will encourage others to emulate integrity in the nursing profession. Every student who approaches their studies with honesty and forthrightness suffers when another student attains an unfair advantage through academic dishonesty. Most importantly, the safety of patients is jeopardized when students are dishonest in completing program requirements (The University of Florida, 2006, p. 5).

The nursing profession is one of highest distinction that promotes honesty and integrity. The Department of Nursing requires students and faculty to comply with the standards of conduct deemed appropriate for the nursing profession by the America Association of Colleges of Nursing Essentials of Baccalaureate Education, the American Association of Colleges of Nursing Essentials of Masters Education, the American Nurses Association's Code of Ethics, as well as those delineated in the Professional Scholars' Code of the Department of Nursing.

#### **B. Dissemination and Clarification**

1. All students and faculty in the Department of Nursing shall be informed of the Professional Scholar's Code upon registration and/or employment in the department and thereby assume the responsibility of abiding by the spirit of honesty in their academic pursuits. The establishment of a Professional Scholars' Code is not intended to be an indication that academic dishonesty behavior is commonplace at this institution. The Professional Scholars' Code is a method of reaffirming the existing code of honor which has prevailed at this department since its inception.
  - a. The Scholars' Code shall be part of the Student Handbooks and Faculty/Staff Policy and Procedures Manual. It is the responsibility of students, faculty, and staff to be familiar with this policy. Students and faculty must indicate acknowledgement of this policy via Attachment A. This document will be placed in individual's file.
  - b. It shall be the responsibility of each faculty member to inform students of the Professional Scholars' Code as part of the course orientation (live or electronic) at the beginning of every semester, through the course syllabus/notebook or other effective means. Faculty shall support the principles of academic integrity and fairness through course policies and procedures.
  - c. The appropriate officials and offices shall conduct an orientation for all nursing students, incoming nursing faculty to familiarize these individuals with the provisions of the Scholars' Code prior to attending classes or teaching.

### **II. Violations of Professional Scholar's Code**

Any action by students revealing dishonesty is considered a violation of the Professional Scholar's Code. Actions of this nature should be reported to the course faculty.

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A. Violations of Academic Honesty

Though the following list does not include all of the possible violations of the Professional Scholars' Code, it is indicative of the types of actions which must be prohibited in order to maintain academic integrity at this University.

1. Dishonesty on an examination, problem solution, exercise, or assignment which is offered by the student in satisfaction of course requirements or as extra credit is a violation of the Professional Scholars' Code. Dishonesty occurs when a student gives, receives, makes, or uses unauthorized assistance. Dishonesty includes but is not limited to the following: using notes or cheat sheets, copying another individual's work, having another person take an examination for the student, giving false reasons for absence or tardiness, or improper use of electronic equipment. These actions violate the principles of the Professional Scholars' Code.
2. Plagiarism is the act of passing off the ideas, works, and writings of another as one's own. Its most blatant form consists of copying verbatim the work of another without citation. This most obvious type of plagiarism requires a degree of premeditation and careful planning, but plagiarism can be the result of carelessness, negligence, or ignorance of acceptable forms of citation. An act of plagiarism includes copying of another person's ideas or words, interspersing one's own words within another's work, paraphrasing another's work (using ideas or theory but rewriting the words), fabricating sources of data, and other uses of another's ideas or words without acknowledgement (A.T. Still University, Student Handbook, 2008). It is incumbent on each student to learn the proper forms of citation and to exercise due caution in the preparation of papers and assignments. If there are questions regarding how to apply the Professional Scholars' Code in a particular situation, the student should request immediate clarification from the instructor.
3. The submission of commercially prepared papers, reports, or themes in satisfaction of course requirements is prohibited. The use of another's academic work wholly, or in part, as a means of satisfying course requirements is also prohibited. Falsifying or misrepresenting the results of a research project or study is a violation of the Professional Scholars' Code.
4. Examinations, practical exercises, and problem solutions, whether administered in the classroom or given in a take-home form should be the work of the individual who submits them. Unless it is intended to be a take home test, the exercises shall not be removed from the classroom/lab/computer lab. **STUDENTS SHALL NOT SHARE TEST INFORMATION/EXAM QUESTIONS WITH ANY OTHER STUDENTS DURING OR AFTER THE ADMINISTRATION OF AN EXAMINATION.**
5. Group work and other forms of collaboration may be authorized by an instructor for a specific assignment. The presumption remains, however, that unless otherwise permitted and specified by the instructor, all academic work is to be an individual effort. In this spirit, the Professional Scholars' Code prohibits both the giving and receiving of unauthorized assistance.
6. Audio or visual recording of lectures, presentations, or laboratory demonstrations by students is permissible within strict guidelines as outlined in the Audio and Visual Recording Policy (See policy III.19.00). Noncompliance with the audio/visual recording guidelines is a violation of the Professional Scholars' Code.

A student of the Department of Nursing who submits an examination or other work certifies that the work is his or her own and that he or she is unaware of any instance of violation of this code by himself/herself or others.

**III. Suspected Violations of Professional Scholar's Code**

1. Students suspected of violating the Professional Scholar's Code will be notified verbally and in writing. Faculty should use Attachment B for communication of violation to student. Faculty should

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**Policy & Procedures Manual**

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- complete Attachment C in order to document the alleged incident, the student's response, and resolution of the incident. All documentation should be placed in the student's permanent file.
2. The student has the right to seek advice from his/her Academic Advisor, Program Director or the Director of Student Services for their own program.
  3. The student may admit the offense or refute it and offer written evidence supporting the denial. Written evidence must be provided within three (3) working days. Faculty will employ diligence in assuring due process.
  4. Faculty will consider the nature of the offense, evidence presented by the student and make a decision regarding consequences.
  5. Consequences for students found guilty of violation of the Professional Scholar's Code may include, but are not limited to additional assignments, zero credit for an assignment, failure of course, or dismissal from program.
  6. Should the student wish to appeal the faculty decision, the student should follow the 'Student Appeal And/Or Grievance Procedure' as outlined in the student handbook.

**References**

- University of Florida. (2006). Academic Honesty Guidelines. Retrieved from [www.dso.ufl.edu/judicial/academic.php](http://www.dso.ufl.edu/judicial/academic.php)
- A.T. Still University (ATSU). (2009). Student Handbook. Retrieved from [www.atsu.edu/student\\_services/handbook/pdf](http://www.atsu.edu/student_services/handbook/pdf)
- University at Buffalo (2012). School of Nursing Undergraduate Student Handbook. Retrieved from <http://nursing.buffalo.edu/Portals/0/2012-2013%20BS%20Handbook.pdf>
- 05/2016

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**Professional Scholars Code Agreement**

The students and faculty of the Department of Nursing recognize that academic honesty and integrity are fundamental values of the nursing profession and this University community as evidenced by the Professional Scholar's Code. Students and faculty at the Department of Nursing commit to holding themselves and their peers to the high standard of honor required by the Professional Scholars Code. **Any individual who becomes aware of a violation of the Professional Scholars Code is bound by honor to take corrective action** (University of Florida, 2006).

We, the members of the Department of Nursing, pledge to hold ourselves and our peers to the highest standards of honesty and integrity.

I have read and understand the Professional Scholar's Code. I hereby pledge that on all work submitted at the Department of Nursing I will neither give nor receive unauthorized aid in doing any or all assignments.

\_\_\_\_\_  
Student/Faculty Signature

\_\_\_\_\_  
Date

## **Standards for Professional Behavior**

### **II. Standards for Professional Behavior**

#### **A. Introduction**

The academic community of students and faculty at the Department of Nursing (DON) strives to develop, sustain and protect an environment of professionalism. The Standards for Professional Behavior demands that students and faculty display professionalism in all of their endeavors. Exhibiting professionalism in academic pursuits and reporting violations of the Standards for Professional Behavior will encourage others to emulate professionalism in the nursing profession. Every student and/or faculty who approaches their studies or nursing student/faculty role with professionalism suffers when another student/faculty behaves in an unprofessional manner that reflects negatively on the DON and the profession.

The Department of Nursing requires students and faculty to comply with the standards of conduct deemed appropriate for the nursing profession by the American Association of Colleges of Nursing Essentials of Baccalaureate Education, the American Association of Colleges of Nursing Essentials of Masters Education, the American Nurses Association's Code of Ethics, as well as those delineated in the Professional Scholars' Code of the Department of Nursing.

#### **B. Dissemination and Clarification**

1. All students and faculty/staff in the Department of Nursing shall be informed of the Standards for Professional Behavior upon registration and/or employment in the School of Health Professions and Wellness and thereby assume the responsibility of abiding by the spirit of professionalism in their academic pursuits. The establishment of a Standards for Professional Behavior is not intended to be an indication that unprofessionalism is commonplace at this institution.
  - a. The Standards for Professional Behavior shall be part of the Student Handbooks and Faculty/Staff Policy and Procedures Manual. It is the responsibility of students, faculty, and staff to be familiar with this policy. Students and faculty must indicate acknowledgement of this policy via Attachment A. This document will be placed in individual's file.
  - b. It shall be the responsibility of each faculty member to inform students of the Standards for Professional Behavior as part of the course orientation (live or electronic) at the beginning of every semester, through the course syllabus/notebook or other effective means. Faculty shall support the principles of professionalism through course policies and procedures.
  - c. The appropriate officials and offices shall conduct an orientation for all nursing students, incoming nursing faculty and staff to familiarize these individuals with the provisions of the Standards for Professional Behavior prior to attending classes or teaching or assuming an employee role within the DON.

**III. Unprofessional behavior** is the improper conduct by a student faculty, or staff which infringes on the reasonable freedom of others or which is otherwise detrimental to the proper conduct of Jacksonville State University, The Department of Nursing, and clinical agency partners. The Department of Nursing is dedicated to maintaining excellence and integrity in all aspects of its professional conduct. Violations within these areas will be processed appropriately without regard to the sex, race, color, religious affiliation, national or ethnic origin, age, veteran status, or disability of any of the participants.

Professional behaviors such as accountability, promptness, responsibility, honesty, and respect are expectations of all students, faculty, and staff. As representatives of the nursing profession and Jacksonville State University, students, faculty, and staff are expected to maintain these professional behaviors within the classroom, online educational platforms, clinical activities, and communities it serves. Professional decorum is expected in all interactions with administration, faculty, staff, classmates, vendors, clients, families, visitors, and all clinical healthcare partners and their associates.

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Evidence of unprofessional behavior can result in verbal/written warning, prescriptive educational assignments, reduction in course grade, clinical or course failure, or dismissal from the nursing program and/or Jacksonville State University. Unprofessional behaviors include, but are not limited to, the following:

1. Unsafe practice (acts of commission or omission) that places a client in serious jeopardy.
2. Falsification of records (academic, clinical medical records, records of attendance or completion of course objectives).
3. Being under the influence of any substance that impairs performance as outlined in The Department of Nursing *Impairment and Substance Abuse Policy*.
4. Academic dishonesty (lying, cheating, and plagiarism; may also be considered a violation of the Scholar's Code).
5. Distribution (physically or verbally) of actual or summarized test questions, assignments, papers, or any graded activities.
6. Physical or verbal altercations.
7. Incivility or willful harassment, sexual harassment, abuse or intimidation (physical, non-physical, verbal) of administration, faculty, staff, classmates, vendors, clients, families, visitors, and all clinical healthcare partners and their associates.
8. Willful expressions of disrespect (physical, non-physical, verbal) of administration, faculty, staff, classmates, vendors, clients, families, visitors, and all clinical healthcare partners and their associates related to race, cultural values/practices, religious beliefs, sexual orientation, physical/mental disabilities, and socioeconomic status.
9. Violation of confidentiality as outlined by HIPAA, FERPA, and confidentiality agreements with clinical partner agencies.
10. Theft of property
11. Rudeness, disruptive behavior, and/or lack of professional decorum in the classroom, online educational platforms, clinical practicum, and all communication/interaction settings that include, but are not limited to, face-to-face meetings, postal mailings, email, text messaging, facsimile (fax), social media, and video/audio recordings. This includes a pattern of late arrivals to class/clinical site or repetitive absences from class, clinical, and online platforms.
12. Unprofessional or inappropriate dress in the classroom, clinical practicum, clinical or simulation laboratory, and Department of Nursing and/or University functions. This includes failure to wear ID badge in clinical areas.

(University at Buffalo School of Nursing Undergraduate Handbook, 2012)

### **III. Suspected Violations of Standards for Professional Behavior**

7. Students suspected of violating the Standards for Professional Behavior will be notified verbally and in writing. Faculty should use Attachment B for communication of violation to student. Faculty should complete Attachment C in order to document the alleged incident, the student's response, and resolution of the incident. All documentation should be placed in the student's permanent file.
8. Suspected faculty/staff violations will be managed by the Dean/Associate Dean and referred to Human Resources, if necessary.
9. The student has the right to seek advice from his/her Academic Advisor, Program Director or the Director of Student Services for their own program.
10. The student may admit the offense or refute it and offer written evidence supporting the denial. Written evidence must be provided within three (3) working days. Faculty will employ diligence in assuring due process.
11. Faculty will consider the nature of the offense, evidence presented by the student and make a decision regarding consequences.

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12. Consequences for students found guilty of violation of the Standards for Professional Behavior may include, but are not limited to additional assignments, zero credit for an assignment, failure of course, or dismissal from program.
13. Should the student wish to appeal the faculty decision, the student should follow the 'Student Appeal And/Or Grievance Procedure' as outlined in the student handbook.

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**Standards for Professional Behavior Agreement**

The students and faculty/staff of the Department of Nursing recognize that professionalism is a fundamental value of the nursing profession and this University community as evidenced by the Standards for Professional Behavior. Students and faculty/staff at the Department of Nursing commit to holding themselves and their peers to the high standard of honor required by the Standards for Professional Behavior. **Any individual who becomes aware of a violation of the Standards for Professional Behavior is bound by honor to take corrective action** (University of Florida, 2006).

We, the members of the Department of Nursing, pledge to hold ourselves and our peers to the highest standards of honesty and integrity.

I have read and understand the Standards for Professional Behavior. I hereby pledge that I will maintain the highest level of professionalism in all settings of which I am representing the Department of Nursing.

\_\_\_\_\_  
Student/Faculty/Staff Signature

\_\_\_\_\_  
Date



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### **Professionalism in Social Media and Electronic Communication**

The purpose of this policy is to help clarify how best to protect the personal and professional reputations and privacy of our institution, employees, students, clinical partners, and patients. This policy is not intended to supersede any present or future policy of Jacksonville State University (JSU) regarding professional expectations, information technology, electronic communication, or social media.

Employees and students at the Department of Nursing (DON) are liable for all forms of communication. The same laws, professional expectations, and guidelines for interacting with employees, students, parents, alumni, donors, media, clinical partners and other university constituents apply to all forms of communication.

**Definition of Social Media:** For the purposes of this policy, social media is defined as any form of online publication or presence that allows end users to engage in conversations in or around the content of an internet website. Examples include, but are not limited to, Instagram, LinkedIn, Twitter, Facebook, YouTube, MySpace, blogs, and wikis. The absence of, or lack of explicit reference to a specific social media site, does not limit the extent of the application of this policy.

**Definition of Electronic Communication:** any electronic transfer of signs, signals, writing, images, sounds, data, or intelligence of any nature transmitted in whole or in part via electronic device. This includes, but not limited to, cellular phones, computers, texting devices, facsimile (Fax), data storage devices, or video and voice recordings (unless otherwise specified in the Audio and Visual Recording Policy No.: III:19.00).

**Protect confidential and proprietary information:** Do not post confidential or proprietary information about JSU, the DON, students, employees, clinical partner agencies, patients, or alumni. Employees and students must follow applicable federal requirements such as FERPA and HIPAA regulations. Employees and students who share confidential information do so at the risk of disciplinary action, up to, and including termination/dismissal from the program. All HIPAA and FERPA regulations apply to social media and electronic communications.

**Protect Institutional Voice:** When utilizing social media and electronic communication, identify your views as your own. It should be clear that you are not speaking for JSU/DON.

**Faculty and student interaction:** Faculty may implement and encourage the use of social media in their courses, but may not require a student to join or participate in a social media site. Required interaction outside of the classroom must occur within a university-approved format. Faculty may accept connections to students in social media contexts at their discretion, but may not initiate this connection without prior approval from the appropriate program director and Dean.

**Prohibited communication:** Faculty, staff, and students are prohibited from making any reference to clinical activities in social media forums and electronic communication. Attempts to avoid explicit identification of a clinical partner agency, associate, agency location, patient, or JSU entity should not be perceived as a guarantee of anonymity or compliance with HIPAA, FERPA, or this policy. For example, avoiding the use of a patient's or clinical agency's specific name does not guarantee compliance with this policy. Communication related to clinical activities, as described above, can result in disciplinary action, up to, and including termination/dismissal from the program.

Violations of this policy also result in a violation of the Professional Scholar's Code and will be handled in accordance with that policy.

06/2013

**Educational Mobility-STEP Program RN-BSN**  
**Admission Criteria, Retention, Course and Graduation Requirements**

**Educational Mobility-STEP Program RN-BSN**  
**Admission Criteria Fall 2014**

*\*The term "admitted, admission, accept, acceptance, enter or entrance" refers to assessment of select criteria for upper division coursework as defined in the JSU Undergraduate catalog.*

Entrance into the Educational Mobility-STEP Program requires that the student has:

- Been admitted to Jacksonville State University with all current transcripts on file
- Been individually advised, since each may have different educational needs
- Completion of all core requirements and general studies course work with a grade of "C" or better
- Minimum 2.5 GPA on core requirement courses
- Evidence of successful completion of a United States accredited diploma or associate degree nursing program
- Current unencumbered RN nursing license in the United States prior to entry into the upper division of nursing (STEP)

**Retention in the Educational Mobility-STEP Program for students entering Fall 2014 and thereafter**

1. STEP-mobility nursing students must earn a "C" or above in all nursing courses.
2. Failure of the same nursing course twice constitutes dismissal from the nursing program.
3. Failure of two (2) courses in the nursing curriculum constitutes dismissal from the nursing program.
4. STEP-mobility nursing students who have been dismissed from the DON are ineligible for re-application.
5. STEP-mobility nursing students must comply with all Department of Nursing requirements. A student failing or refusing to meet this standard will not be allowed to progress in the curriculum.
6. STEP-mobility nursing students must comply with state and federal laws.
7. STEP-mobility nursing students must maintain an active, unencumbered RN license in the United States.
8. This policy supersedes all University policies in decisions related to progression and retention in the upper division of nursing.

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**STEP Program**  
**RN-BSN**

The Department of Nursing offers an online educational mobility program for students holding an unencumbered license as a registered nurse in the United States. The Strategic Teaching for Enhanced Professional Preparation (STEP) Program offers upper division nursing courses through the use of Internet and clinical projects. Registered nurses should seek individual advisement to determine a specific educational plan. For more information, please contact Dr. Phyllis Waits, RN, MSN, EdD, Director of STEP Program, Department of Nursing and Health Sciences at (256) 782-5423, or (800) 231-5291, or e-mail [pwaits@jsu.edu](mailto:pwaits@jsu.edu). STEP Program information is also available by contacting Ms. Tammy Johnson, BS, MPA, Director of Student Services for the STEP and MSN Programs at (256) 782-8489 or (800) 231-5291 or e-mail at [tjohnson@jsu.edu](mailto:tjohnson@jsu.edu).

Application Deadlines

- August 1<sup>st</sup> for Fall admission
- December 1<sup>st</sup> for Spring admission
- April 1<sup>st</sup> for Summer admission

**REQUIRED NURSING COURSES**

The required courses can be completed on-line in three semesters (one calendar year). Completion of the upper division STEP nursing courses must occur in ten (10) semesters. Using Internet, Blackboard, and other distance learning modalities, the program is delivered at a time and place convenient to the individual student. STEP recognizes the past academic and experiential knowledge of the Registered Nurse. RN students are awarded 35 hours of STEP Nursing Credit after successful completion of the first semester courses. The nursing courses for which credit may be given are as follows:

NU 311	Foundations in Nursing Practice	6
NU 322	Health Deviations and Clinical Interventions	3
NU 324	Child and Family Health	5
NU 325	Adult Health in Secondary and Community Settings	5
NU 340	Professional Practice and Care of the Aging Population	3
NU 404	Childbearing Families	5
NU 405	Community/Mental Health	5
NU 433	Advanced Health Deviations and Clinical Interventions	3

**TOTAL**

**35 hours**

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**Required Nursing Courses By Semester**  
**Beginning Fall 2014**

Semester I

NU 345	Communication of Ethical Issues .....	4 hrs.
NU 352	Health Assessment Across the Lifespan .....	3 hrs.
NU 365	Pharmacology for Practicing Nurses .....	<u>2 hrs.</u>
		9 hrs.

Semester II

NU 350	Professional Roles .....	5 hrs
NU 401	Research and Outcomes Management .....	3 hrs.
NU 423	Nursing Management and Leadership .....	<u>3 hrs.</u>
		11 hrs.

Semester III

NU 456	Population Based Care .....	6 hrs
NU 343	Concepts of Emergency/Disaster Nursing .....	3 hrs.
Nursing Elective .....		<u>3 hrs.</u>
		12 hrs.

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**Description of STEP Courses - Nursing (NU)**

341. Concepts of Human Sexuality (3). Prerequisite: Acceptance to STEP Program. For RN students only. Selected conceptions and misconceptions of human sexuality are analyzed in relationship to their implications for the professional nurse role.
343. Concepts of Emergency/Disaster Nursing (3). Prerequisite: Acceptance to STEP Program. For RN students only. Course designed to assist students in utilizing knowledge from the biophysical and psychosocial sciences to implement care for patients in the pre-hospital emergency setting.
344. Perspective in Women's Health (3). Prerequisite: Acceptance to STEP Program. For RN students only. Provides an overview of current women's health issues across the lifespan. Course focuses on the social, political, economic, and cultural influences on women's health.
345. Communication of Ethical Issues (4). Prerequisite: Acceptance to STEP Program. For RN students only. Using ethical decision making as a framework, professional communication will be evidenced through peer critique and scholarly writing. Personal and professional values will be identified through technical, analytical, persuasive, and creative writing.
350. Professional Roles (5). Prerequisite: Acceptance to STEP Program. For RN students only. Course designed to assist the Registered Nurse in making the transition to the professional role (BSN).
352. Health Assessment Across the Lifespan (3). Prerequisite: Acceptance to STEP Program. For RN students only. Provides a foundation for developing a holistic approach as it applies to the physiological, psychological, sociocultural, and environmental health status of individuals. Designed to assist the Registered Nurse with improving communication skills, interview techniques, history-taking, and physical examination techniques in patient/client evaluations.
365. Pharmacology for Practicing Nurses (2). Prerequisite: Acceptance to STEP Program. For RN students only. This course focuses on current pharmacological concepts for practicing nurses. Emphasis is on current drug classifications, commonly used drugs, assessing client responses to drug therapy, client teaching and nursing interventions related to drug therapy.
401. Research and Outcomes Management for the Practicing Nurse (3). Prerequisite: Acceptance to STEP Program. For RN students only. Designed to assist students to develop knowledge and skills in the research process, to become consumers of research, and to conceptualize the significance of research as the foundation of evidence-based nursing practice.
423. Nursing Management and Leadership (3). Prerequisite: Acceptance to STEP Program. For RN students only. Provides an overview of concepts of professional leadership and management and their use in the practice setting for the practicing nurse. Emphasizes organizational structure, management, professional and leadership issues.
442. Transcultural Nursing and Healthcare (3). Prerequisite: Acceptance to STEP Program. For RN students only. An exploration of theoretical foundations for cultural diversity in health and illness, with emphasis in assessment and analysis of selected cultures as related to nursing and health care practices.
446. Independent Study (2). Prerequisite: Acceptance to STEP Program. For RN students only. Special project in nursing studies. Pass/fail grade only.
447. Independent Study (1). Prerequisite: Acceptance to STEP Program. For RN students only. Special project in nursing studies. Pass/fail grade only.
448. Directed Study (3). Prerequisite: Acceptance to STEP Program. For RN students only. Offers the student the opportunity to explore specific areas of interest in nursing in either the theoretical and/or clinical arenas. Requires completion of coursework to support the areas of interest.

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456. Population-Based Health Care (6). Prerequisite: Acceptance to STEP Program. For RN students only. Course designed for the Registered Nurse to apply theoretical concepts related to primary, secondary, and tertiary care of families, aggregates, and populations. Emphasis is on the application of the nursing process and education for at-risk aggregates. Clinical experiences will be designed to meet the individual learning needs of the Registered Nurse student.

**Essential Functions for Admission and Progression in the Upper Division of Nursing**

Certain physical, intellectual, emotional, professional, communication, interpersonal relationship, and psychomotor skills are required for effective, safe patient care. Students, faculty, adjunct faculty and clinical associates participating in the nursing program at Jacksonville State University must be able to perform critical essential functions with or without reasonable accommodations. Essential functions include, but are not limited to, the following categories.

Nursing Essential Functions	Clinical Examples
<b>Visual</b> <ul style="list-style-type: none"> <li>• Read at various distances</li> <li>• Distinguish colors</li> <li>• Read for prolonged periods of time</li> </ul>	Observe changes in skin condition, breathing patterns, color intensity, rashes. Use computer screens, read fine print on medication labels, monitor strips, equipment, and syringes. Observe changes in facial expressions/mood/body language, etc.
<b>Tactile</b> <ul style="list-style-type: none"> <li>• Feel vibrations, pulses, textures, temperature, shape, and size</li> </ul>	Palpate pulses, veins. Determine skin temperature, turgor, and rashes
<b>Hearing</b> <ul style="list-style-type: none"> <li>• Person to person report</li> <li>• Telephone communication</li> <li>• Distinguish sounds through stethoscope</li> <li>• Discriminate high and low frequency sounds</li> <li>• Hear in situations when lips are not visible</li> </ul>	Assess/auscultate changes in heart, breath, abdominal, or vascular sounds. Auscultate blood pressure Communicate orally when masks must be worn Hear auditory alarms (monitors, call bells, fire alarms)
<b>Smell</b> <ul style="list-style-type: none"> <li>• Detect body odors and odors in the environment</li> <li>• Detect gas or noxious odors</li> </ul>	Detect odors associated with disease processes Identify odor of fires, extremely hot or hazardous materials
<b>Communication</b> <ul style="list-style-type: none"> <li>• Engage in two-way communication, verbally and in writing, interacting effectively with others from a variety of social emotional, cultural and intellectual backgrounds</li> <li>• Explain procedures; teach patients and families</li> <li>• Work effectively in groups</li> <li>• Discern and interpret nonverbal communication</li> <li>• Communicate effectively by telephone, electronic means, and in group settings</li> <li>• Communicate accurately, professionally, and in a timely manner</li> <li>• Communicate effectively with patients/clients with altered communication patterns or mental disorders</li> </ul>	Communicate with patients/clients and family regarding the plan of care, discharge instructions, medications, etc. Read and comprehend physician orders, medication information, chart information (electronic or hard copy). Document clearly, correctly, and accurately in the medical record. Maintain confidentiality. Present oral reports, reports related to patient's condition. Clarify physician orders. Maintain professional communication in high stress or conflict situations, whether in a clinical, classroom, or other setting, and in any format (verbal, written, or electronic) Refrain from disrespectful verbal or non-verbal behavior or communication in the classroom, clinical setting, or social networking sites.

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Nursing Essential Functions	Clinical Examples
<p><b>Motor Function</b></p> <ul style="list-style-type: none"> <li>• Move within confined spaces</li> <li>• Sit or stand and maintain balance</li> <li>• Move, position, turn, transfer, and assist with lifting without injury to self or patient</li> <li>• Coordinate hand/eye movements</li> <li>• Stand, bend, walk, and/or sit for up to 12 hours in a clinical setting performing physical activities without jeopardizing safety of self or patients</li> <li>• Write with pen or pencil</li> <li>• Type on keyboard</li> <li>• Pick up objects</li> <li>• Grasp small objects with hands</li> <li>• Push and pull 25 pounds</li> <li>• Lift 25 pounds</li> <li>• Squeeze with hands</li> <li>• Climb ladder/stool/stairs</li> <li>• Flex, abduct and rotate all joints freely</li> </ul>	<p>Draw up solutions/medication in a syringe            Take vital signs            Insert catheters            Transmit information electronically            Position patients            Assist with transfer and ambulation of patients            Walk without a cane, walker, or crutches            Respond rapidly to emergency situations            Perform CPR and physical assessment            Prepare and administer medication via all routes (oral, IV, IM, sub-q, topical)            Operate a fire extinguisher            Evacuate patients            Enter data specific to patients (orders, nurses notes, vitals, etc.) via paper chart or electronic chart</p>
<p><b>Professional behavior</b></p> <ul style="list-style-type: none"> <li>• Convey caring, respect, sensitivity, tact, compassion, empathy, tolerance and a healthy attitude toward others</li> <li>• Perform safe effective nursing care for clients</li> <li>• Comply with department of nursing and health care agency policies</li> <li>• Comply with School of Health Professions Scholar's Code</li> <li>• Relate to others in a respectful manner, with zero tolerance for incivility, aggression, or violence</li> <li>• Accept responsibility and accountability for one's behavior</li> <li>• Takes action to protect the public from unsafe, illegal or unethical practice of others</li> </ul>	<p>Professional behavior is expected in clinical, classroom, or other settings. Professional behavior includes acts of omission and commission, verbal and non-verbal communication, written or electronic communication.</p> <p>Complies with professional standards such as the ANA Code of Ethics, legal standards set forth by the Alabama Board of Nursing, and the JSU Department of Nursing Scholar's Code</p> <p>Show respect for differences in patients, peers, faculty, staff, co-workers.</p> <p>Establish rapport with patients/clients.</p> <p>Participate in healthy negotiation when conflict exists.</p> <p>Refrain from verbal or non-verbal acts of disrespect, incivility, aggression, or hostility.</p> <p>Function effectively in situations of uncertainty and stress.</p> <p>Immediately notifies supervisor of inability to meet expectations or of mistakes.</p> <p>Accept constructive criticism and modify behavior accordingly.</p> <p>Maintain professional rapport among interprofessional team members</p>
<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• Read and understand written English</li> <li>• Read and comprehend documents essential for patient safety (e.g. medication information, physician orders)</li> </ul>	<p>Read, interpret, comprehend chart information            Read measurement marks</p>
<p><b>Mathematical competence</b></p> <ul style="list-style-type: none"> <li>• Read and understand columns of writing (e.g. flow sheets)</li> <li>• Read/interpret digital displays</li> <li>• Calibrate equipment</li> </ul>	<p>Accurately calculate medication dosages            Consistently demonstrate proficiency in calculation exams            Accurately chart patient data using graphs or flowsheets</p>

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Nursing Essential Functions	Clinical Examples
<ul style="list-style-type: none"> <li>• Convert numbers to and from metric system</li> <li>• Read graphs</li> <li>• Tell time</li> <li>• Measure time</li> <li>• Count rates (e.g. drip rates)</li> <li>• Use measuring tools (e.g. thermometers, measuring devices)</li> <li>• Add, subtract, multiply, divide</li> <li>• Compute fractions</li> <li>• Use a calculator</li> </ul>	
<p>Analytical/Critical Thinking</p> <ul style="list-style-type: none"> <li>• Effectively read, write, and comprehend English</li> <li>• Consistently demonstrate critical thinking that results in safe effective patient care</li> <li>• Transfer knowledge from one situation to another</li> <li>• Problem solve</li> <li>• Recognize when assistance is indicated</li> <li>• Prioritize</li> <li>• Recognize and take immediate action in critical situations</li> <li>• Recognize and immediately report changes in patient's status</li> </ul>	<p>Apply the nursing process in clinical situations  Recognize and prioritize patient problems  Identify and report patient findings suggestive of a change in patient status.  Seek supervision appropriately.  Use assessment data to determine nursing diagnoses and patient's plan of care.  Recognize cause-effect relationships  Prioritize tasks  Synthesize knowledge and skills  Sequence information  Process communication and information  Evaluate outcomes and modify actions  Perform all aspects of the nursing process within a reasonable time frame  Intervene in critical situations with appropriate nursing interventions</p>
<p>Emotional stability</p> <ul style="list-style-type: none"> <li>• Demonstrate a mentally healthy attitude</li> <li>• Establish therapeutic boundaries with patients</li> <li>• Respect professional boundaries between students and faculty</li> <li>• Recognize professional vs. unprofessional attitudes and behavior</li> <li>• Function effectively under stress</li> <li>• Adapt to changing environment</li> <li>• Deal with unexpected occurrences</li> <li>• Monitor own emotions and responses</li> </ul>	<p>Effectively handle strong emotions  Focus attention on priority tasks  Provide clients with emotional support  Handle multiple tasks concurrently  Conduct self professionally in conflict situations  Accept accountability for actions  Constructive criticism results in behavior modification  Responses to emotional situations must be appropriate and professional</p>

05/2014



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### **Credit System**

The unit of credit at Jacksonville State University is the semester hour. In the nursing courses, the credit allocations are derived as follows:

Didactic: 1:1

### **Dismissal from the Nursing Major**

The Dean and faculty of the Department of Nursing have the authority to request withdrawal of a student from the Department of Nursing, and to refuse re-admission to any student at any time if circumstances of a legal, moral, health, social, or academic nature warrant such action.

5/1991

### **Grading Policies**

#### **Grading System**

The following represents the grading system used by the University and the basis upon which quality points are earned. The grade point average (GPA) may be determined by dividing the quality points earned by the number of hours attempted.

A - four quality points per hour (90-100)

B - three quality points per hour (80-89)

C - two quality points per hour (70-79)

D - one quality point per hour (60-69). This grade will not be assigned for EH 098, 099, 101, LS 094, 095, 098, 102, and PHS 099.

NC - No credits (0-69). This grade is assigned only in English 098, 101, LS 094, 095, 097, 098, 104, and PHS 099.

F - No quality points (0-59). Failing grades may not be removed from the academic record. This grade will not be assigned for EH 098, 101, LS 094, 095, 097, 098, 104, and PHS 099.

P - Passing. Grade given for selected courses as specified in course descriptions in the catalogue. The grade of P does not affect the G.P.A. The grade of F on a pass or fail course is computed as a regular F grade.

I - Incomplete - no quality points. See University Catalogue for details.

W/P - withdrawn passing.

W/F - withdrawn failing (counts as an F)

X - Audit - no credit.

Transferred grades are accepted according to the letter grade sent by the issuing institution regardless of numerical scale on which the letter grade was based.

### **Grade Point Averages**

The University computes Grade Point Averages on all students. The GPA system ranges from 0-4. Hours attempted are divided into quality points in order to arrive at the Grade Point Average for students entering the upper division of nursing and for students enrolled in nursing courses.

### **Academic Forgiveness and Second Chance**

Upper division nursing courses are not eligible for academic forgiveness and/or second chance.

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## **Student Appeal and/or Grievance Procedure**

An appeal challenges a decision that has been made; a grievance is a complaint seeking a resolution to a specific problem. The same procedure is followed for either.

### **I. Student Initiated Appeals and Grievances**

The appeal and grievance procedures are each divided into two phases, an “Informal Phase” and a “Formal Phase.” The Informal Phase is intended to attempt to resolve an issue through meeting and discussion with the faculty member or members involved and the Course Coordinator. Should the student be dissatisfied with the results obtained in the Informal Phase, a formal appeal may be made. In such case, the procedures outlined in the “Formal Phase” shall be followed.

#### **Informal Phase.**

1. A student wishing to appeal a decision or discuss a grievance or complaint shall, within three (3) working days of the event/issue, arrange to speak with the faculty member(s) and Course Coordinator involved in the issue. If the issue cannot be resolved at this level, the student may initiate an appeal and the resolution procedure then enters the Formal Phase. The faculty member(s) and Course Coordinator shall compile a written report of the issue or issues presented, a summary of the facts, a summary of any attempts to resolve the issue and the ultimate decision made, and submit this report to the Program Director and Associate Dean. If delivered electronically, a paper copy of the record shall be provided forthwith.

#### **Formal Phase.**

1. Completion of the Informal Phase by a student is mandatory and shall be completed before an appeal can be made. A student wishing to file a formal appeal of a decision or grievance/complaint must contact the Program Director in writing within three working days of the meeting with the faculty/Course Coordinator. The Program Director shall ensure the student has access to the Appeal/Grievance Process.
2. The student must submit a written account of the relevant issue or issues involved to the Program Director and Associate Dean. Only information presented by the student at this time can be used in any phase of the appeal. The Program Director and Associate Dean shall thereafter meet with the student, review the appeal or grievance as well as the record of the Informal Phase, and attempt to resolve the issue. If the appeal or grievance is not resolved, the student shall be informed of his/her right to meet with the Dean. A student wishing to have an adverse decision reviewed by the Dean of the School of Health Professions shall deliver, within three (3) working days of being informed of the decision, a written request for review to the Office of the Dean, a summary of the proceedings before the Faculty/Course Coordinator, Program Director and Associate Dean, along with the student’s written account, shall be forwarded to the Dean. The Dean shall thereafter set a time and place to meet with the student
3. If the appeal or grievance is pursued, the student will meet with the Dean. The Dean may, but is not required to, include members of the faculty and staff of the Department of Nursing and the University Attorney. Information from the student, faculty, Course Coordinator, Program Director, and Associate Dean will be reviewed. Only information provided in the student’s written account and information from the review by the Faculty/Course Coordinator, Director and Associate Dean will be allowed. The decision of the Dean shall be final.

### **II. Faculty Initiated Grievances**

A grievance initiated by nursing faculty or administrators against a student will proceed as follows:

1. The student will be notified in writing of the allegation(s) against him/her.
2. The student, and involved faculty member(s)/Course Coordinator shall meet to discuss the basis of the grievance/complaint. The student will be provided the opportunity to respond to the allegations.

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3. After the initial meeting, the student will be allowed three (3) working days to provide, in writing, additional information relevant to the grievance/complaint.
4. Faculty Member(s)/Course Coordinator will render a decision in writing, and if the decision is adverse to the student shall therein apprise the student of the procedure to appeal the decision, as heretofore set out.
4. If the student wishes to appeal, he/she must submit a written account of the relevant issue or issues involved to the Program Director and Associate Dean. The Program Director and Associate Dean shall thereafter meet with the student, review the appeal or grievance and attempt to resolve the issue. If the appeal or grievance is not resolved, the student shall be informed of his/her right to meet with the Dean.
5. A student wishing to have an adverse decision reviewed by the Dean of the School of Health Professions shall deliver, within three (3) working days of being informed of the decision, a written request for review to the Office of the Dean. A summary of the proceedings before the Faculty/Course Coordinator, Program Director and Associate Dean, along with the student's written account, shall be forwarded to the Dean. The Dean shall thereafter set a time a place to meet with the student. The Dean may, but is not required to, include the faculty and staff of the Department of Nursing and the University Attorney. The decision of the Dean shall be final.
6. The Dean will notify the Associate Vice President for Student Affairs and the JSU University Judicial Coordinator of a sustained grievance against a student, as appropriate.

### **Smoke-Free Environment Policy**

Considering health risks and factors related to quality of life for smokers and non-smokers, it is the policy of the School of Health Professions that the environment be designated as a smoke-free environment. NO smoking or the use of electronic cigarettes will be permitted within the building (Wallace Hall) or on building grounds at any time. This policy applies to faculty, staff, visitors, and students.

Appropriate signage will be displayed on the front and rear entrances to the building. Students shall be advised of the policy upon admission to the upper division of nursing, and shall be held accountable if a policy violation occurs.

Faculty and staff will be responsible for educating students and visitors of established smoking regulations.  
05/2015

### **Health Insurance Portability and Accountability Act of 1996**

The Health Insurance Portability and Accountability Act of 1996, referred to as HIPAA, was originally enacted as a means to allow employees to maintain their healthcare coverage when changing jobs, but has grown into regulations for the healthcare industry.

Certain types of patient information are referred to as Protected Health Information and are legally protected under the HIPAA Privacy Regulations and must be treated in a special way.

Protected Health Information encompasses almost anything that can be used to identify the patient such as name and address. It also includes identifiers such as birth date, social security number, medical record number, telephone number, or patient account number. Any piece of information that can be used to discover the individual identity of a specific patient or lead to access to the patient's medical information equals protected health information.

Under the HIPAA Privacy Regulations, agencies are required to give patients a copy of its written Notice of Privacy Practices at the time of registration for admission or for an outpatient service encounter. This document will disclose how the agency plans to access, use, and disclose the patient's protected health information.

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Failure to abide by the HIPAA Privacy Act of 1996 is a violation of the Professional Scholar's Code and is subject to disciplinary action. Disciplinary action will be enforced against persons who do not follow the privacy policies and procedures that are required under the Health Insurance Portability and Accountability Act of 1996.

### **HIPAA Statement of Understanding**

I have read and understand the HIPAA privacy policy. I understand that I am legally responsible for the implementation of these rules in class and clinical areas. I also understand that the Department of Nursing and Health Sciences or the federal government may enforce disciplinary action for any infraction of these rules.

\_\_\_\_\_  
Student Name

\_\_\_\_\_  
Date

05/2009

### **Financial Assistance**

Several types of assistance are available to students in the Department of Nursing. These include:

- Federal Pell Grant
- Alabama State Grant Program
- Federal Supplemental Educational Opportunity Grant
- Federal Perkins Loan
- Federal Direct Student Loan Programs
- Federal Direct Subsidized Student Loan
- Federal Direct PLUS
- Campus Employment
- General Scholarships

Other programs may be available. Information concerning assistance programs, eligibility and application procedure can be obtained by contacting the Financial Aid Office.

### **Nursing Scholarships**

Nursing scholarships are awarded to junior or senior students enrolled in the upper division of Lurleen B. Wallace Department of Nursing. These awards are based on merit, and where merit is equal, consideration is given to need. Information concerning nursing scholarships may be obtained through the Office of Student Services. These scholarships are awarded each spring.

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### **Special Nursing Costs**

#### **Senior Expenses**

Department of Nursing Graduate Pin Approximately \$47.00 - \$467.00

At the beginning of the semester prior to graduation, senior students may purchase the Department of Nursing Graduate Pin.

Orders are placed in the Department of Nursing through the Office of Student Services.

Application for Degree	Approximately \$ 20.00
Cap and Gown	Approximately \$ 40.00

### **Requirements for Graduation**

See JSU Undergraduate Catalogue

### **Licensure Requirements**

All STEP students must have and maintain throughout the program an unencumbered United States nursing license.

### **Student Affairs**

Students in the Department of Nursing are eligible to participate in all University student affairs. Student nurses are active in the University Student Government Association, sororities, fraternities, ballerinas, athletics, and the religious life of the campus.

### **Jacksonville Association of Nursing Students**

The Jacksonville Association of Nursing Students (JANS) is a constituent of the National Student Nurses' Association (NSNA). JANS/NSNA's collaborative leadership activities can provide opportunities to meet and network with other nursing students. There are opportunities to participate in local, state, regional, and national conventions, educational offerings, as well as hold office at the local, state, and national level. In addition, JANS sponsors various activities through the year which are directed toward university, community and state projects. Membership information and meeting schedules are available at the JANS office.

### **Nurses Christian Fellowship**

The Nurses Christian Fellowship was founded in 1940 when small groups of nurses got together, began to pray, and support each other. Meetings include: fellowship, bible study, and prayer. Students take the leadership role in this organization, but activities are over seen by a faculty member.

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## **Sigma Theta Tau**

Sigma Theta Tau is the International Honor Society of Nursing. The Zeta Xi Chapter of the Department of Nursing and Health Sciences is chartered by Sigma Theta Tau. The purposes of this organization are to recognize superior achievements and leadership, foster high professional standards, encourage creative work, and strengthen commitment to the ideals and purposes of the profession.

Sigma Theta Tau endeavors to seek out and reward students in baccalaureate or higher degree nursing programs who have demonstrated ability in nursing as evidenced by superior academic achievement. Undergraduate candidates must have completed at least one-half of the required nursing curriculum, have at least a 3.0 GPA, and be in the upper 35% of their class. Graduate candidates must have completed one-fourth of the Master's curriculum and have at least a 3.5 GPA. Other criteria for invitation to join are stated in the Sigma Theta Tau By-laws.

## **Student Services**

### **Counseling Services**

Counseling Services offers personal, educational, and career counseling for JSU students. Personal counseling is conducted in a private setting under the strictest confidence. Counselors are available on an individual or group basis. Counseling Services is the registration site for CLEP, Residual ACT, MAT, C-Base, Math Placement, CLA and other examinations. Many exams are available on a walk-in basis. Counseling Services also coordinate and advise the Peer Educations student group. The Counseling Services office is located in 140 Daugette Hall and more information can be located at [www.jsu.edu/ccservices](http://www.jsu.edu/ccservices). Their phone number is 256-782-5475.

### **Career Services**

Career Services provides cooperative education to undergraduate and graduate students as well as employment assistance to all students, graduating seniors and alumni. These services consist of employability skills workshops, on-campus interviews, job listings at <https://jsu-csm.symplicity.com>, career fairs, corporate information, resume' editing, and individual counseling concerning job search strategies. Career Services is located in Room 207 Merrill Hall. Call (256) 782-5482 to schedule an appointment or visit the website at [www.jsu.edu/careerservices](http://www.jsu.edu/careerservices) to learn more about our services.

### **Disability Support Services**

Disability Support Services (DSS) provides academic support services as required by Section 504/ADA, removing unfair barriers, and equalizing opportunities to otherwise qualified students. DSS does provide additional programming for students who have sensory disabilities. DSS works with faculty and staff to facilitate the student's integration into the academic community. For information, call (256) 782-8380.

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**RMC/University Health Center**

The RMC/University Health Center is a primary health care facility providing outpatient medical services as well as promoting preventive health measures operating via a joint partnership with Northeast Alabama Regional Medical Center. The Health Center provides outpatient medical services as well as promotes preventative health measures to currently enrolled students, faculty, staff and currently active JSU alumni. Clients are encouraged to make an appointment but walk-ins are welcome.

Services include: Primary Care, Urgent Care, Women's Health Care, Men's Health Care, Mental Health Screening, Referrals.

**Physicians Hours**

Monday-Thursday 8:00 am – 4:30 pm

Friday 8:00 – 3:30 pm\*

Appointments can be made up to 2:00 pm. To make an appointment, please call 256-782-5310.

\*Hours are subject to change with notification

**Letter of Understanding**

I am aware that the Student Handbook for the Department of Nursing specific to my entering class is available online at: [http://www.jsu.edu/nursing/step\\_info.html](http://www.jsu.edu/nursing/step_info.html)

During the online orientation to upper division I was provided instructions on how to access the Student Handbook online. This handbook explains the policies and procedures governing the Department of Nursing.

I hereby testify that I will adhere to the ethical standards of the nursing profession, including the Professional Scholars' Code of the School of Nursing Professions.

I understand that I am responsible for seeking clarification through established channels within the School of Health Professions and University on any point that is not clear to me.

08/2010

**Statement of Understanding Regarding English Competency Exam and EPP**

I have been advised and fully understand that I must *successfully complete* the University English Competency Exam *no later than the semester prior to my scheduled graduation.*

**I have been advised that the exam is now given once per semester and there will no longer be special testing dates for graduating seniors. It is recommended that I complete the ECE as soon as I have completed 60 hours or during my first semester in upper division since many clinical courses have evening clinical experiences. No excused absences are granted for missing clinical experiences to complete this examination.**

I have also been advised that I can only take the exam once per semester (although the exam is offered two times a semester, a student can only take it once).

### **EPP Guidelines for STEP Students**

The Office of Distance Education and ProctorU now offer online students the opportunity to take their online exams anywhere through the use of a webcam and a reliable high-speed internet connection. The student is responsible for payment to ProctorU of all fees incurred as a result of using their services. The current minimum cost to contract ProctorU's services for an exam is \$22.50, which covers an exam that is up to two hours in length. The maximum time necessary to complete the EPP is 70 minutes. Please schedule your exam with ProctorU at least three days before you plan to take the exam. ALL exams scheduled with less than one day's notice will require payment of a \$5 fee. NOTE: You should not attempt to take this examination while using a wireless internet connection. Please use a computer that uses a wired internet connection to take this exam. In order to access the EPP, students will need a computer that meets the following requirements:

Operating System: Windows XP or higher, also now compatible with Mac computers

Internet Browser: Internet Explorer 5.5 or higher

Internet Connection Speed: 128k or Greater

Screen Resolution: 1024 x 768

To take the EPP online, please complete the following steps:

1. Fill out and submit the form below. Your School of Nursing Professions certification advisor will be notified of the date you have selected to take the EPP.
2. Schedule your proctored exam by visiting [JSU's ProctorU](#) website and clicking on "Schedule or Take an Exam". Please schedule your exam with ProctorU at least three days before you plan to take the exam. ALL exams scheduled with less than one day's notice will require payment of a \$5 fee. Create an account by clicking on "New Users: Request Login ID" (be sure to provide a valid email address, and a phone number where you can be reached when taking an exam).
3. Visit <http://www.proctoru.com/testitout/index.php> to verify that the computer you plan to use for the exam meets all system requirements for ProctorU.
4. At the time of your exam, return to JSU's ProctorU website and click on "Schedule or Take an Exam".
5. Click on the blinking button that says "You have an exam. Click here to begin."

**Failure to comply with these guidelines may prevent my graduating as scheduled.**

\_\_\_\_\_  
Signature of Student

\_\_\_\_\_  
Date



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