

# Tuskegee University

## School of Nursing and Allied Health

### Department of Nursing

209 Basil O'Connor Hall  
Tuskegee University  
Tuskegee, AL 36088  
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## Nursing Student Handbook



**Approved By:**

Alabama Board of Nursing

**Accredited By:**

Accreditation Commission for Education in Nursing

Tuskegee University is accredited by the Southern Association of Colleges and Universities  
Commission on Colleges

## PREFACE

This document is the official Student Handbook of the Department of Nursing. The purpose of the handbook is to provide general information, policies, and procedures for students enrolled in the Department of Nursing, and to assist students to progress through the program. This handbook is to be used in conjunction with the Tuskegee University Academic Regulations and Procedures for undergraduates, and the Tuskegee University Undergraduate Bulletin/Catalog, and the Tuskegee University Student Handbook. The Department of Nursing reserved the right to change policies and procedures as approved by the faculty and upon written notice to the student.

It is essential that the student take full advantage of this document as a resource to validate and clarify information. Each student is responsible to read, be fully acquainted with, and to comply with policies and procedures outlined in this document. Failure to comply with policies may result in disciplinary action being taken.

Tuskegee University and the Department of Nursing reserves the right to change, without notice, any statement in this bulletin concerning, but not limited to, curricula, courses, faculty, fees, policies, and rules. If course or curriculum changes take place after you begin this program, we will make every effort to implement the changes in your best interest. It is the responsibility of each student to familiarize themselves with the Department of Nursing policies and act in accordance with them.

### **Equal Opportunity/Affirmative Action**

Tuskegee University seeks to provide an environment that is free of bias, discrimination, and harassment. If you have been the victim of sexual harassment/misconduct/assault we encourage you to report this. Suppose you report this to a faculty member. In that case, she or he must notify our university's Title IX coordinator (334-727-8794) about the basic facts of the incident (you may choose whether you or anyone involved is identified by name). For more information about your options at Tuskegee, please visit: <https://www.tuskegee.edu/student-life/title-ix>

## NOTICE TO ALL APPLICANTS

All applicants must be aware that a State Examining Board has the right to disallow anyone to sit for the licensing examination and/or to refuse to grant a registered nurse license to any individual regardless of educational credentials, under circumstances of: (1) falsification of application for licensure; (2) conviction of a felony or crime of moral turpitude; and, (3) other moral and legal violations specified in the state's law. Stipulations may vary from state to state. (Appendix A and [www.abn.alabama.gov](http://www.abn.alabama.gov))

This handbook provides the latest regulations, procedures and policies as of the date of publication. All previous releases on the subject are hereby superseded. The faculty reserves the right to make addendums, changes, and updates as needed

### **From the Office of the Dean of the School of Nursing and Allied Health**

Welcome to the Tuskegee University's School of Nursing and Allied Health (TUSONAH). We offer undergraduate degrees in Nursing and Health Science. Tuskegee university is the home of the first baccalaureate nursing program in the state of Alabama

The Nursing program has graduated more than 6,000 nurses since its inception. Graduates are sought by health care agencies across the nation. Graduates of the program have become deans of schools of nursing; executive directors of major health care agencies, presidents and provosts of colleges/universities, educators, researchers, and expert clinicians. The Department of Nursing has numerous partnerships that promote excellence in nursing education, expand the profession, and benefit the profession.

The primary strength in the nursing program is in the dedication of the faculty to the success of the students and their willingness to examine and implement multitudes of strategies to meet the academic needs of our students.

At TUSONAH, we are committed to providing our students with a transformative education that prepares them not just for a career, but for a fulfilling life of purpose and impact.

Our Health Science program serves as a stepping stone for career in Occupational /Physical therapy, nursing, dentistry, etc.

**Come visit with us.**

*Cordelia C. Nnedu*

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## **THE NIGHTINGALE PLEDGE**

Florence Nightingale, the founder of modern nursing, advocated for high standards for nurses and nursing practice and was the recipient of many honors and awards. The Nightingale Pledge, formulated in 1893, represents the Nurses' professional oath. It was first administered to the 1893 graduating class of the McFarland Training School (now Harper Hospital) in Detroit, Michigan.

I solemnly pledge myself before God and in the presence of this assembly. To pass my life in purity and to practice my profession faithfully.

I will abstain from whatever is deleterious and mischievous and will not take or knowingly administer any harmful drug.

I will do all in my power to maintain and elevate the standard of my profession and will hold in confidence all personal matters committed to my knowledge in the practice of my profession. With loyalty will I endeavor to aid the physician in his work and devote myself to the welfare of those committed to my care

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## **INTRODUCTION: NURSING EDUCATION AND CAREER**

You have embarked upon the career of your choice - Nursing. Each of you had one or more reasons for choosing nursing as your life's work. Perhaps among those reasons was your desire to have a professional career of service to people. Nursing is both a profession and a career of service to people.

The purpose of nursing education is three-fold: developing the student as a person, citizen, and professional nurse. Primary emphasis is placed on the transformation into a professional nurse through the development of clinical reasoning. You will find that your learning experiences will provide you with an opportunity to engage in an interprofessional approach to nursing practice. With an instructor as a facilitator, you will be given opportunities to develop analytical ways of thinking, to increase your judgment, and to develop a greater sense of individual responsibility and satisfaction in all phases of nursing.

As a Professional Phase nursing student, you can expect your classes to differ from the prerequisite courses you completed in the Pre-Professional Phase. In the professional phase, you apply all the information learned in the sciences and the humanities to the art and science of nursing. In the classroom, you will find that faculty members use a variety of teaching strategies to guide your learning. Some of these include lectures, group activities, learning modules, case studies, interactive video technology, online supplementary learning activities, simulations, and others. Faculty members are responsible for structuring and evaluating learning situations. Faculty expects students to be independent, active, and responsible learners who can work effectively with others.

No educational program can provide you with all the skills and techniques required to be successful in your chosen career. The goal of undergraduate nursing education is to prepare you to analyze general ideas, concepts, principles, and procedures that can be applied to resolve healthcare issues and problems in a global society. Also, this program provides the basis for becoming a lifelong learner.

The Tuskegee University Department of Nursing offers the opportunity to obtain a Bachelor of Science degree in Nursing. After completion of degree requirements, graduates can take the National Council Licensure Examination (NCLEX-RN) to practice. A registered nurse (RN) is personally and professionally responsible and accountable for the quality and quantity of nursing care given to clients as set forth by the American Nurses' Association (ANA) and Nurse Practice Acts.

<https://www.nursingworld.org/> and <https://www.ncsbn.org/index.htm>

There are more opportunities for nurses today than ever before, and new opportunities are being created every day. Nurses not only become a part of the caregiver role but also play an intricate role in health promotion and disease prevention. Nursing care is delivered in hospitals and community-based settings. As a member of an interprofessional team, today's nurse has unlimited opportunities in a variety of settings that are suited to his/her interests and training. Areas in which nurses can use their educational preparation include:

- Community and Mental Health
- Government (Local, State, Federal, and Military)
- International Health Programs
- Research/Academia/Administration
- Home Health
- Acute Care and Long-Term Care
- Occupational Health

## HISTORY

Tuskegee Institute Training School of Nurses was registered with the State Board of Nursing in Alabama in September 1892 under the auspices of the John A. Andrew Memorial Hospital to instruct young men and women of color who desired to learn the art of caring for the sick. The increasing demand for trained nurses in the South required establishing a regular three-year diploma program for nurses at Tuskegee Institute in 1908, thereby enabling curricular courses offered to carry Institute course designations and credits.

The Alabama State Board of Examiners, in its report dated May 19, 1947, included commendation on the progress of the School of Nursing. In 1948, the school began its baccalaureate program leading to the Bachelor of Science degree in Nursing. This program has the distinction of being the first Baccalaureate program in the State of Alabama. The nursing program also is one of the oldest baccalaureate programs at a historically Black institution in continuous operation in the nation today. In 1949, based on a survey and written report submitted by the School, the Tuskegee Institute School of Nursing was classified in the upper twenty-five percent of all basic nursing programs in the United States. The three-year diploma program was phased out, and the last student graduated in 1953.

When the National Collegiate Board of Accreditors met in April of 1957, the nursing program was fully accredited by the Collegiate Board of Nursing Review, National Nursing Accrediting Service. The nursing program holds accreditation from the Accreditation Commission for Education in Nursing, 3343 Peachtree Road NE, Suite 850, Atlanta, GA 30326, and is approved by the Alabama State Board of Nursing, RSA Plaza Suite 250, 770 Washington Avenue, Montgomery, Alabama 36130.

The program of study includes general, liberal arts, and professional courses. Student experiences are offered in selected hospitals, nursing homes, community health agencies, and other relevant health-related agencies.

Since its inception 118 years ago, nursing alumni have been practitioners contributing to the excellence of health care worldwide. The school's alumni's contributions to nursing and health care are too numerous to cite. However, Tuskegee regards with considerable pride the five Tuskegee Institute Nurses' Training School graduates who served with valor on the campus during the Spanish-American War. They were the only Black nurses the United States Government employed during that time.

In 1965, the United States Bureau of Health Resources Development donated a grant of \$427,000.00, which enabled the Institute to erect a modern building by providing matching funds. With more than

The nursing program has occupied this building, which has 27,000 square feet of space, since June 1968. Basil O'Connor Hall is named after the philanthropic, former Tuskegee Institute Board of Trustee member and serves as a memorial to him. \*Reference Tuskegee Beginnings\*

In the fall of 1996, the School of Nursing and Allied Health and the School of Veterinary Medicine were joined to form the College of Veterinary Medicine, Nursing and Allied Health, one of five (5) Colleges within the University. In the summer of 2016, the Departments of Nursing, Occupational Therapy, and Health Science became the School of Nursing and Allied Health. The Department of Nursing continues to evoke its proud history through constantly seeking and implementing those activities that assure a nursing program of the highest quality.

## ORGANIZATIONAL STRUCTURE

The School of Nursing and Allied Health has two departments: Nursing and Allied Health. Dr. Cordelia Nnedu is the Dean of the School of Nursing and Allied Health. Dr. Alveta Reese is the Department Head of the Nursing Program and is responsible for many administrative aspects of the Department.

Faculty members are the primary resource for learning activities and should be the first point of contact. Their office hours are posted on their doors. Faculty members also serve as your Academic Advisors.

### **Department of Nursing's Philosophy**

#### Department of Nursing Mission and Purpose:

The philosophical tenets of the Department of Nursing have grown out of those that pervade the University and College. The philosophy of the nursing program delineates the faculty's beliefs regarding the nature of the individual, health, environment, nursing, teaching-learning, and baccalaureate nursing education.

**Person:** The faculty believes that the person is a complex biopsychosocial, cultural, spiritual, being who responds holistically to diverse and changing needs. We believe that individuals use coping behaviors in response to changes in the internal and external environment. Each individual has inherent dignity, worth and unlimited potential for self-actualization. A person can be a part of a family, group, community, and population, and is viewed as the client. We view the client as a partner in the decision making process regarding healthcare.

**Health:** Culture influences the meaning of health and health care practices for each client. We believe that health is viewed along a continuum from wellness to illness and that a client has a right to access quality healthcare. The wellness-illness continuum ranges from high level wellness to extreme states of illness. Interventions to promote high level wellness are directed toward maximizing the health potential of clients. The attainment of optimal health for the client is promoted at the primary, secondary, and tertiary levels of prevention and impacted by the availability of physical, mental, spiritual, technological, economic, cultural, and sociopolitical resources.

**Environment:** The faculty comprehends the environment as the world within and around the individual, family, groups, and community. The faculty believes that we serve a global society as well as regional and campus community, and beyond. The faculty believes that there is ongoing, simultaneous interaction between the environment and health which determines where the client is on the wellness-illness continuum. The environment has varying aspects that impact the client and can have local and global implications for health and health care.

**Nursing:** Nursing is the protection, promotion, and optimization of health and abilities, prevention of illness and injury, alleviation of suffering through the diagnosis and treatment of human response, and advocacy in the care of individuals, families, communities, and populations (ANA, 2004). Nursing is a science and an art based on principles from the biological, physical, behavioral, liberal arts, and nursing sciences. The goal of nursing is to assist the person, family, group, community, and populations to achieve and maintain optimal

functioning throughout the lifespan. We believe that professional nurse provides safe and effective, quality patient care. We also believe that the professional nurse demonstrates the following role competencies: inter-professional collaborator, advocate, provider of evidence-based patient-centered care, nurse leader/manager, counselor, and teacher. We believe that nursing care is delivered using a community focused approach that includes practice settings not limited to acute care settings. We subscribe to the nursing process as a clinical decision-making tool which incorporates assessment, nursing diagnosis, planning, implementation, and evaluation to provide quality nursing care.

**Teaching/Learning:** Learning is the continuous acquisition of knowledge, skills and attributes that result in measurable changes in the behavior of the learner. We believe that learning occurs when the learner perceives educational experiences as meaningful and directed towards attainable goals.

Learners are motivated to learn based on their understanding of the purpose for learning and their ability to visualize the practical application. We believe that teaching and learning should be evidence-based,

Incorporating best practices, and values to determine the most effective teaching strategies for the students. The teacher fosters learning by offering a variety of learning experiences which facilitates the learner to think critically and evaluate his/her progress. The educational process is a joint effort of faculty and students that fosters lifelong, self-directed learning, critical thinking abilities, and personal and professional growth. The teacher functions as a facilitator in the classroom and clinical settings and maintains expertise by engaging in professional growth activities.

**Baccalaureate Nursing Education:** Baccalaureate education incorporates knowledge in the liberal arts, sciences, and humanities that provides the foundation for the nursing major. We believe that baccalaureate education also encompasses a core body of knowledge, with emphasis on intellectual, moral, and professional standards that prepares the graduate for entry into professional nursing practice. They are prepared to respond to the changing complexities of the environment. The baccalaureate degree nursing program prepares graduates as generalist clinicians, inclusive of leadership roles, and provides the foundation for graduate study in nursing.

### Student Learning Outcomes

The purposes of the baccalaureate nursing program are to provide educational preparation for the practice of professional nursing in a variety of settings and a basis for graduate study and lifelong learning.

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The graduate will meet the following terminal student learning outcomes:

1. Synthesize facts, principles and concepts for the social sciences, natural sciences, humanities, nursing, information and technology to make critical decisions in the practice of professional nursing. BSN Essential I and Informatics (QSEN, 2012)
2. Apply leadership concepts skills, decision making in the provision of high quality nursing care, healthcare team coordination, and the oversight and accountability for care delivery in a variety of settings. BSN Essential II and Professional Identity (NLN, 2010)
3. Integrate best evidence to inform practice and make clinical judgements. BSN Essential III and Evidenced-Based Practice (QSEN, 2012)
4. Demonstrate skills in using patient care technologies, information systems, and communication devices that support safe nursing practice. BSN Essential IV and Safety (QSEN, 2012)
5. Demonstrate basic knowledge of healthcare policy, finance, and regulatory environments, including local, state, national, and global healthcare trends. BSN Essential V and Spirit of Inquiry (NLN, 2010)
6. Use inter- and intra-professional communication and collaborative skills to deliver evidence-based, patient centered care. BSN Essential VI and Teamwork and Collaboration (QSEN, 2012)
7. Use evidence-based practices to guide health teaching, health counseling, screening, outreach, disease and outbreak investigation, referral, and follow-up throughout the lifespan. BSN Essential VII and Nursing Judgement (NLN, 2010)
8. Demonstrate accountability and the professional standards of moral, ethical, and legal conduct. BSN Essential VIII and Safety (QSEN, 2012)
9. Conduct comprehensive and focused physical, behavioral, psychological, spiritual, socio-economical, and environmental assessments of health in illness parameters in patients, using developmentally and culturally appropriate approaches. BSN Essential IX and Patient Centered Care (QSEN, 2012)

## **CURRICULUM OVERVIEW**

The Department of Nursing at Tuskegee University offers a program of study leading to the Bachelor of Science degree in Nursing. The generic nursing curriculum is four (4) years, and includes two (2) summer semesters (See Appendix B). The program of study includes general, liberal arts, basic sciences and professional courses. Nursing experiences are offered in selected hospitals, community agencies, and in other relevant health related agencies. Theory and practice are combined to emphasize areas, which include adult health, pediatric, maternal, psychiatric/mental health, and community health nursing. As the student advances, increasingly more difficult nursing problems are encountered. Comprehensive nursing experiences include leadership and management client care. Research, current trends, and issues relative to health care delivery are also incorporated throughout the curriculum.

The Department of Nursing faculty is committed to the continued evaluation and upgrading of the nursing curriculum. Consequently, the curriculum will be revised as the need arises. The sequence of course offerings may change but the time required to complete the program will remain consistent with the program length which existed at the time the student enrolled. Interruptions in progression, however, may result in lengthening the time in the program for individual students.

## **ADMISSION, RETENTION AND**

### **PROGRESSION ADMISSION**

Consistent with the mission and policies of the University, the Department of Nursing is committed to a program,

which allows the admission, retention and progression of any student capable of achieving the required standards. Applications for admission are welcomed from men and women who have maturity, high and consistent motivation to learn, and the potential for success in the program of studies leading to the Bachelor of Science degree in nursing.

### **Pre-Professional                      Admission Requirements**

Scholastic and other criteria for admission to the Department of Nursing's Pre-Professional Phase are as follows:

- ☐ Meet the general requirements for admission to the University
- ☐ Graduate from high school with a cumulative grade point average (CGPA) of 3.00 or above on a 4.00 scale.
- ☐ Score 1000 or above on the Scholastic Aptitude Test (SAT) or 21 or above on the American College Test (ACT).
- ☐ Complete, in high school, one (1) unit of Biology and one (1) unit of Chemistry. A grade of C or above must be earned in each of these courses.
- ☐ Complete two (2) units of high school mathematics (one of the completed units must include Algebra). A grade of C or above must be earned in each course.

The faculty and Academic Success Coordinator will host informational sessions each semester. All pre-professional

phase students will be **required to attend at least one session annually** during their freshman and sophomore year. Important information related to the professional phase of nursing will be discussed during the informational sessions.

### **Professional                      Phase                      Admission Requirements**

Admission to the University and to the pre- professional phase of nursing **does not** guarantee admission to the professional phase of the nursing curriculum. Students must apply for admission to the professional phase during their sophomore year and meet all pre-nursing requirements to be considered for admission. Applications are accepted twice a year for the professional phase of the nursing curriculum in June (Fall Admission) and October (Spring Admission). Admission to the Professional Phase of Nursing is very competitive. The Department of Nursing admits 24 students for the fall admission cycle and 24 students for the Spring admission cycle.

Students applying for admission to the professional phase of nursing which leads to the degree of Bachelor of Science in Nursing must:

- ☐ Complete an application for the professional phase of nursing. The application form can be obtained from the records clerk, in Room 201, Basil O'Connor Hall, or downloaded from:  
[www.tuskegee.edu/academics/colleges/cvmnah/school\\_of\\_nursing\\_allied\\_health.aspx](http://www.tuskegee.edu/academics/colleges/cvmnah/school_of_nursing_allied_health.aspx)
- ☐ Have earned CGPA of 3.00 or better on a 4.00 scale
- ☐ Have earned a "C" grade or better in each pre-nursing course.
- ☐ Achieve a score of 70% or above on the Test of Essential Academic Skills (TEAS).

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### **Program Requirements**

Meeting the general requirements for admission to the University  
Successful completion of Pre-Professional Courses (transfer, CLEP,  
SAT/ACT) Current CPR Certificate (American Heart Association or Red  
Cross)  
Evidence of a Physical Examination performed within the last one year.

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Negative screen for Drug and Alcohol. Testing will be arranged by the Department of Nursing.

Evidence of current vaccinations. (See Appendix C)

Evidence of current liability insurance.

Evidence of a “clear” background check

Note: Students are required to submit their TEAS score to the Academic Affairs Committee with the application. The Test of Essential Academic Skills is distributed by Assessment Technologies Institute, Inc. (ATI). A study guide and information about locations of examination sites may be obtained from [www.atitesting.com](http://www.atitesting.com).

- ☐ Satisfactorily complete the Tuskegee University English Proficiency Examination requirement.  
Note: Students are to refer to the Tuskegee University Registrars’ office for scheduling information.
- ☐ Satisfactorily complete the Tuskegee Orientation requirements.

Students who have met all the above stated requirements will be ranked in order of TEAS Score, Cumulative Grade Point Average, and completion of all pre-requisites with a “C” grade or better in each pre-nursing course.

After ranking, the Academic Affairs Committee (AAC) reserves the right to admit students on a conditional, probationary status in the event that 24 students do not meet all of the above admission requirements. Students

who do not meet all of the above admission requirements will be evaluated on an individual basis by the AAC.

## **Nursing Orientation**

All students admitted into the professional phase of the nursing program are required to attend a scheduled mandatory orientation. The student will receive an invitation from the Academic Affairs Committee regarding the details for attending the mandatory orientation.

## **Transfer      Student      Admission Requirements**

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Students who wish to enter the Department of Nursing from other colleges or universities must be eligible to re- enter the institution last attended and have a cumulative grade point average of 3.00 or above on a 4.00 scale, ACT- 21, and SAT- 1000. For consideration for professional phase admission, students must first apply to and be accepted by the university. Students are required to take the TEAS exam per the admission requirements for the professional phase. Transfer students with a Bachelor’s degree or higher are exempt from the TEAS requirement. Credits for comparable courses successfully completed with a grade of "C" or above may be applied towards fulfilling Pre- Nursing Level general education requirements. Nursing courses are not transferable, except those approved by Articulation Agreements. Liberal arts credits may be earned by enrolling in courses at Tuskegee University. Courses may also be transferred from junior/senior colleges and universities or earned through CLEP examinations to meet liberal arts credit requirements. Major science courses must be retaken if they were taken more than 5 years prior to application to the professional phase of nursing (CHEM 221/222/223/224, MBIO 208, ANPH 201/202, BIOL 111 or 112).

Transfer Credit: Students may register and/or transfer course credits from another institution. Transfer credit is given only for courses approved by the Academic Affairs Committee and the Dean of the School of Nursing and Allied Health. Transfer credit will be awarded on a course-by-course basis. Courses in which students earned “D” grades will not be considered for transfer credit. Credit toward graduation is given only for courses that have been approved for transfer by the Dean/Dean of the College. The maximum transfer credit allowed to meet degree requirements will not exceed 80 hours. Courses taken on a pass/fail basis will not be considered for transfer.

All transfer students must meet University requirements for Orientation and the English Proficiency Examination, as outlined in the Tuskegee University Undergraduate Bulletin, and the Tuskegee University Academic Regulations and Policies for Undergraduates.

### **Registration at another Institution**

A student may register as a transient student at another institution for course credit only with prior written approval of the Dean of the School of Nursing and Allied Health and Dean of the College. The student should complete a transient request form (located in Basil O'Connor Hall Room 201) and provide a written description of the course from the accredited institution in which he/she wishes to enroll. Transfer students with at least 18 semester hours of transfer credits will not be allowed to take additional hours at another institution. A student who earns a D or E grade in a required course at Tuskegee University **MUST** repeat it at Tuskegee University. Transfer credit will not be granted for repeated courses taken at another university if the student has earned a D or E grade in the course at Tuskegee University.



## PROGRESSION

Courses essential to nursing are in keeping with the philosophy and objectives of the Department of Nursing and are required for progression to succeeding nursing courses. Eligibility for progression into the nursing program depends on the following criteria:

Complete, with a minimum grade of "C", the following courses identified as prerequisites to the professional phase of nursing.

*Anatomy/Physiology 201	*Nutrition 111
Art 101/Music 208	Philosophy 237/238
Biology 112      Physical Education (2 credits) Chemistry 221 & 223	*Anatomy/Physiology 202
Chemistry 222 & 224	Psychology 270
English 101 & 102	Psychology 306
History 103/104/210/211 (only 6 Cr. hrs. required)	Math 107
Psychology 377	English 200-300
*Microbiology 208	Sociology 240
Computer Science 100 or Business 351	Orientation 100/101

\*Note: Major science courses must be retaken if they were taken more than 5 years prior to application to the professional phase of nursing.

Academic performance will be evaluated by the Academic Affairs Committee. Students experiencing academic difficulties during, or at the end of any given semester, will be counseled by faculty advisors accordingly. The faculty reserves the right to make recommendations or stipulate conditions relative to remedial or other learning activities that must be adhered to by the student.

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## PLACEMENT

The Department of Nursing reserves the right to limit enrollment in designated nursing course offerings. Personal request for placement of courses are not permissible nor are requests for a given clinical rotation. When implementing the above, the Academic Affairs Committee will determine the number of students who are eligible and can be accommodated in any designated nursing course. Students in irregular progression sequence due to illness, academic failure, repeating courses, etc. must have their eligibility and placement in the nursing curriculum determined by the Academic Affairs Committee (AAC). Students in irregular sequence are required to follow the curriculum in place at the time of their request for placement in the Nursing Program. Students not registered for a nursing course during any semester, and are eligible to continue, must notify the AAC in writing of their intentions to return at least one (1) semester before the semester of intended reenrollment.

## RETENTION

Students in the Department of Nursing are expected to follow the curriculum as outlined and maintain a satisfactory level of performance each semester. The passing grade on the A, B, C, D, and F systems is "C" for professional nursing courses. To be retained in the Department of Nursing, the student is expected to follow the University and Department guidelines.

### Pre-Nursing Level

Students whose cumulative grade point average is less than 2.0 at the end of the first semester or any subsequent semester will incur academic probation, suspension, and/or dismissal as governed by Tuskegee University. Students should refer to Tuskegee University's Academic Rules and Regulations. Students on probation will be restricted to 12 credit hours if full-time and 7 credit hours if part-time. Probationary students must establish and maintain weekly contact with their advisor in the Department of Nursing for advisement. Probationary status will be removed when the student has achieved a cumulative average of 2.0. Probationary status must be removed within one semester, or the student will incur suspension from the University.

### Professional Level

Students must maintain a cumulative grade point average (CGPA) of 2.00 or above at the end of each school year and complete all nursing courses with a "C" grade or better. Students who fail one (1) nursing course will be placed on PROBATION for the remainder of enrollment in the nursing program. Students on probation may be required to matriculate the program at a reduced pace per recommendation from the AAC. Failure of any nursing course while on Probation will result in DISMISSAL from the nursing program. Failure of two (2) nursing courses in the same semester will result in DISMISSAL.

Failure of the same course twice will result in DISMISSAL from the nursing program.

## GRADING SCALE:

The following is the grading scale for professional nursing courses:

A = 92 –100	4 grade points per credit hour
B = 83.00 – 91.99	3 grade points per credit hour
C = 74 – 82.99	2 grade points per credit hour
D = 65 – 73.99	1 grade point per credit hour
F = 0- 64.99...	0-grade point per credit hour
Y =	Unofficial drop/withdrawal 0-grade point per credit hour
P = Pass	Not included in GPA computations
F = Fail	Not included in GPA computations
I = Incomplete	Not included in GPA computations

All student grades (Clinical and Theory) are computed and recorded at the second decimal (hundredth) place. Grades shall not be rounded.

## GRADUATION

The Department of Nursing adheres to all University requirements and procedures for graduation. In addition, the students are recommended to receive a Bachelor of Science degree in nursing when the following conditions are met:

Satisfactory completion of all required courses (credit hours) in the nursing curriculum.

A minimum cumulative grade point average of 2.0 on a 4.0 scale.

All other requirements are dictated by the University's Academic Rules and Regulations.

## **DISCLOSURE OF LEGAL CONVICTIONS AND ARRESTS AND BACKGROUND CHECKS**

Students admitted to the Department of Nursing must report any arrests or legal convictions including, but not limited to, misdemeanors, felonies, sexual offender convictions, or governmental sanctions. The Department of Nursing reserves the right to release relevant information regarding a student's criminal history to appropriate clinical agency representatives. Failure to report arrest or legal convictions will result in dismissal from the Department of Nursing.

Students in the Department of Nursing must comply with the legal, moral, and legislative standards per the Alabama Law Regulating Practice of Registered Nursing, Alabama Board of Nursing Administrative Code ([www.abn.state.al.us](http://www.abn.state.al.us)). A student may be denied permission by the Alabama Board of Nursing to take the licensing examination to become a registered nurse (RN) if he/she has been convicted of a felony. Students are to complete, sign, and return the disclosure of felony conviction form to the Dean before admission to the professional nursing phase. (See Appendix D)

Students enrolled in a clinical course are required to have background checks. Students must consent to background checks as contractual agreements with clinical agencies require. These include a federal criminal background check, state criminal background check, sexual offender check, and Office Inspector General check.

Failure to comply with required background checks will result in ineligibility for clinical placement. The identification of certain arrests or convictions could jeopardize the health and safety of patients and may render students ineligible for placement in a clinical agency. Ineligibility for placement in a clinical agency will result in course failure and dismissal from the Nursing Department. (See Appendix E)

All background checks are to be obtained through Castle Branch. Students must apply online at <https://discover.castlebranch.com/> (See admission letter for detailed instructions).

The faculty reserves the right to recommend transfer or dismissal of any student whose background check does not comply with the legal, moral, and legislative standards per the Alabama law regulating practices of registered nurses.

Students having difficulties in any of the above categories may be requested to arrange for a hearing before the Department of Nursing's Academic Affairs Committee, either at the established Committee meeting time or in a special session. Faculty decisions in these matters are considered to be binding for the Department of Nursing. The process of appeal of academic decisions by petition is identified in the Tuskegee University Academic Regulations and Procedures for Undergraduate Handbook.

## QUALIFICATION FOR LICENSURE BY EXAMINATION

The requirements for eligibility to apply to take the national licensure examination and obtain a license in the state of Alabama is listed below.

- ☐ The applicant shall be a high school graduate or the equivalent, as determined by the Board.
- ☐ The applicant shall be of good moral character.
- ☐ The Board may conduct a criminal background check at its discretion.

The applicant for registered nurse licensure shall have completed all requirements for graduation from an approved registered nursing program in Alabama or an approved registered nursing program located in another jurisdiction or territory that meets the same educational criteria as Alabama programs. The applicant must have a valid social security number and be a citizen or legal resident of the United States before the Board issuing a license. Individuals not legally present in the United States are not eligible for licensure.

\*Alabama Administrative Code 610-X-4-02. Effective December 24, 2010 (See Appendix G)

### **Application Process for Licensure by Examination:**

The applicant shall submit an application form for licensure and the required fee to the Board. An examination fee shall also be submitted to the testing service administering the examination.

To complete the application process and to establish eligibility for taking the examination, an official school transcript shall be submitted to the Board and shall indicate the date degree requirements were completed and/or the date the degree was conferred.

Upon established eligibility from the Board, the applicant shall contact the testing service for examination scheduling. Each applicant must present identifying documents as requested by the Board-authorized testing service before entrance into the examination.

Each applicant should visit the Board website in the state in which they intend to test for specific registration information.

Note: If you have reason to believe you may be ineligible for licensure, you should obtain information from the Board of Nursing in the state that you plan to become licensed and practice.

## **FACULTY COMMUNICATION**

Communication with faculty members is facilitated by scheduling appointments to discuss concerns. The schedule for office hours is posted on the faculty's office door each semester. Please make appointments during this time. Faculty may be contacted through their office phone, voice mail, e-mail, or messages placed in their office door boxes. Students should notify the faculty member or secretary if they cannot keep the appointment. Please refer to the faculty roster (Appendix H) for office location, email, and phone numbers.

## **STUDENT COMMUNICATION**

At the time of registration, and throughout a student's enrollment in the Tuskegee University Department of Nursing program, it is the student's responsibility to keep the Department of Nursing informed of current contact information in addition to filing a change of address and/or name with the Office of the Registrar. The information that should be kept current includes, but is not limited to:

- ☐ Local address and telephone number and/or cell phone number
- ☐ Home address and telephone number and/or related cell phone number
- ☐ E-mail address
- ☐ Emergency contact information

Maintaining current contact information is essential so that schedules, official correspondence, scholarship notifications, and emergency messages will not be delayed or lost. Students are held responsible for all communication from the Department of Nursing sent to them at the address currently recorded and identified/reported by the student. All changes in contact information should be reported to the Records Clerk in Basil O'Connor Hall, Room 201.

ONLY the Tuskegee University e-mail address will be utilized for communications by electronic mail while the student is enrolled at Tuskegee University.

## **ADVISEMENT**

Academic Advisement:

The Academic Success Coordinator in the Department of Nursing is responsible for the academic advisement of students in the School of Nursing and Allied Health. Students should schedule periodic appointments with the Academic Success Coach to discuss their academic and professional progress. At least two appointments per semester (preferably once a month) should be scheduled to give the student and advisor a chance to evaluate general progress and performance in the various aspects of the program. In addition to meeting with the Academic Success Coordinator, students are encouraged to meet with individual faculty teaching a specific course regarding course work and problems encountered in understanding course content.

All students must schedule an appointment with the Academic Success Coordinator before pre-registration and/or registration to validate that the student remains on track for matriculation through the Nursing Curriculum. During the first semester of the Freshman year, students will be given a Provisional Sheet to track completed courses. The Provisional Sheet will be updated each semester and brought to the office of the Academic Success Coordinator during pre-registration and/or registration appointments.

Students will come for advisement at the time they have been scheduled. The Academic Success Coordinator will advise students only after reviewing their updated Provisional Sheet. The nature and content of each advising session will be documented on the appropriate advisement forms and signed by the student and the Academic Success Coach. If students cannot meet with Academic Success Coach at the designated time, he/she should notify the Academic Success Coach.

Classes are scheduled so that a full-time student can complete the program in the designated time frame of four (4) academic years and two (2) summer sessions. Part-time students and/or students taking courses out of sequence may experience a delay in obtaining necessary courses for timely progression in the program. The student is responsible for enrolling in courses in the sequence identified.

See Appendix I

## **ACADEMIC/CLINICAL HONESTY**

Honesty in academics and other matters is expected of every student in the Tuskegee University Department of Nursing. It is the obligation of all to adhere to this standard. Individuals are expected not to cheat or be dishonest, not to create the appearance of being dishonest, and not to contribute to or condone the dishonesty of others. Dishonesty, such as cheating, plagiarism, or knowingly furnishing false information to university officials, will not be tolerated. The penalty could include failure in the course, dismissal from the program, and possible dismissal or suspension from the University (Tuskegee University Bulletin). In addition to the University's statements of academic honesty identified in the Tuskegee University Academic Regulations and Procedures for Undergraduates, Tuskegee University Student Handbook, and the Student Judicial Policies, the following specifically apply to students in the Department of Nursing and will constitute a "zero" for each infraction:

- ☐ Plagiarism: Submitting as one's own work part or all of any assignment (oral or written) which is copied, paraphrased, or purchased from another source, including on-line sources without the proper acknowledgement of that source. Plagiarism will result in an automatic grade of "0" and the student will not be allowed to resubmit the assignment for grade evaluation.
- ☐ Cheating: Attempting to use or using unauthorized material or study aids for personal assistance in examinations or other academic work.
- ☐ Fabrication: Submitting altered or contrived information in any academic exercise.
- ☐ Misrepresentation of Academic Records: Tampering with any portion of a student's record.
- ☐ Facilitating Academic Dishonesty: Helping another individual violate this policy.
- ☐ Computer Offenses: Altering or damaging computer programs.
- ☐ Unauthorized possession of materials: Unauthorized possession of examinations, examination questions, protected test banks, course, library or laboratory materials.
- ☐ Clicking outside the browser when testing (requires more than one prompting)
- ☐ Continues to not be visible during testing (requires more than one prompting)
- ☐ Copying another student's work/paper or any portion of it.

Professional nursing behavior requires that unprofessional conduct should be reported. Reflecting this professional obligation, a student with knowledge of academic dishonesty is obliged not to participate in such an activity and to report the known incident(s). Any student engaging in any practices of dishonesty will be suspended from class and/or clinical, is subject to failure of the course, and is subject to suspension or dismissal from the Department of Nursing.

## **Guidelines for Written Assignments**

All papers, projects, and assignments required in the Nursing Program become the property of the Department of Nursing. The original copy must be turned in to the instructor. Each student should retain a copy to protect against loss, inadvertent damage, etc. All written assignments are to be turned in on regular 8½ x 11 inch unlined paper, unless the instructor indicates. Neatness, accurate spelling, proper grammar, complete sentence structure, and punctuation are essential for scholarly growth and development. You will be graded for these points and the content of the paper.

Papers are to be written in ink or typed unless otherwise indicated by the instructor. Use one color ink/type throughout the paper unless it is appropriate to do otherwise. Instructors will assign dates for written coursework. Late submission of written work will negatively affect the grade.

The American Psychological Association (APA) is the approved style to be used for written work by students. The Publication Manual of the American Psychological Association (latest edition) will be used as a reference. The following items will be written using APA format as needed in papers: face page, margins, spacing, alignment, title, headings, paragraph indentation, page numbering, abbreviations, numerals, text and computer citations, quotations, and references. Many available websites offer assistance. The following is a partial listing:

[https://owl.purdue.edu/owl/research\\_and\\_citation/apa\\_style/apa\\_formatting\\_and\\_style\\_guide/general\\_format.html](https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html)

<https://www.scribbr.com/apa-style/format/>

Assignments may be elicited from faculty by e-mail, Learning Management System, text-sponsored websites, and faculty-designated internet assignments.

## **EXAMINATIONS**

Preparation, Administration, and Attendance Procedures.

The following guidelines have been developed to facilitate students' ability to demonstrate acquisition of knowledge and to enhance faculty's ability to assess students' achievement of course objectives through objective examination.

- ☐ Students are expected to take examinations as scheduled unless an excused absence is obtained from an appropriate person before, during, or immediately following the time of the examination. Examples of excused absences include the illness of the student accompanied by written documentation from the healthcare provider, the death of an immediate family member with written verification, a subpoena for a court appearance, military orders, and any other reason the instructor deems appropriate.
- ☐ A grade of "0" will be given to a student with an unexcused absence from an examination.
- ☐ Test items will be designed to measure specific objectives.
- ☐ All examinations will have a time limit of 1.5 minutes per item except where otherwise indicated.
- ☐ Time limits will be established for each exam by the appropriate faculty.
- ☐ All test materials will be collected at the end of the time limit.
- ☐ All personal materials must be stored in a designated area away from the testing area during the test period.
- ☐ A student may not leave the test area until the instructor has finally collected his or her test materials.
- ☐ Eating, smoking, or drinking is not permitted in the classroom.



- ☐ Any form of communication between students is prohibited during testing.
  - ☐ Visitors may not be admitted to the classroom during testing.
  - ☐ Students will not be permitted to enter an exam room after the distribution of test materials or the start of an online exam examination. The student will receive a grade of “0” for the missed examination.
- No personal electronics will be allowed in the testing environment, including ipads, tablets, smart phones, and smart watches.

Refer to the statement regarding academic honesty to discuss the consequences for violating the above procedure.

### **Providing Exam Results, Feedback and Counseling**

Specific guidelines for providing exam results, feedback, and counseling are as follows:

- ☐ Faculty should provide individual and/or group feedback no later than one (1) week following the examination.
- ☐ Attendance at the test review is strongly encouraged. All regularly scheduled unit tests will be reviewed. Reviews may be scheduled outside of class times. If absent for the scheduled test review, a student forfeits the right to review a test.
- ☐ A student who missed the test cannot attend that specific test review.
- ☐ During the feedback session, students may not write or copy any questions from the exam.
- ☐ Taping/recording and use of cell phones or other recording devices are strictly prohibited during a test review. This behavior is considered cheating, and the necessary measures will be taken to the full extent of the penalty.
- ☐ Grades will be posted on the Learning Management System
- ☐ The student should maintain a record of all exam scores.
- ☐ Students who score below passing on an examination should seek immediate counseling from the instructor.
- ☐ Students may be referred to their academic faculty advisor and/or Academic Support Services for further assistance.
- ☐ No feedback will be provided on the midterm or final examinations.

## STUDENT RIGHTS

### Student Participation in Governance:

- ☐ Students participate in the governance in the Department of Nursing in several ways.
- ☐ Student opinions are solicited when significant student-related decisions are to be made.
- ☐ Standing and Ad Hoc Committees in the Department of Nursing have student representation.
- ☐ The Department of Nursing Faculty Council has one student for each class of the Pre-Professional and Professional Phases.
- ☐ Standing committees have one student representative elected by the student body on each committee.
- ☐ The student representative does not participate in the Academic Affairs Committee when it functions as a judicial body.
- ☐ Participation enables students to reflect on their concerns in formulating and recommending policies in the Department.

### Student Judicial Rights:

- ☐ For general information regarding judicial procedure and the appeal of academic decisions, refer to the Tuskegee University Student Handbook and the Tuskegee University Academic Regulations and Procedures for Undergraduates documents.
- ☐ The Academic Affairs Committee (AAC) of the Department of Nursing reviews and recommends to the Department Head regarding appeals of academic decisions, academic honesty, and violations of rules and regulations regarding admission, progression, and retention matters.

### Grievance Procedure:

All problems/grievances should be reported as soon as possible. Student grievances should be submitted in writing and signed in ink. To expedite this process, the student needs to follow proper lines of communication. Problems related to the course should first be directed to the course (content) instructor, then if not resolved, to the course coordinator. If the situation still exists, then the student must follow the lines of authority for appeals of academic decisions, as follows:

- ☐ Department Head - Department of Nursing
- ☐ Dean/Director - School of Nursing and Allied Health
- ☐ University Provost
- ☐ President of the University

This procedure of student rights is also outlined in the Tuskegee University Student Handbook and Academic Rules and Regulations documents.

### Disclosure of Student Information:

Information related to student performance will not be released over the telephone or through email to others within or outside of the University. It is common for students to come to a conference with faculty members or a Department of Nursing Administrator accompanied by a family member or a significant other. When this situation occurs, written permission from the student must be presented to allow anyone other than the student to sit in the conference. The Department of Nursing Faculty or Administration with whom the student has requested a conference may request a faculty member or staff person to be present in the conference as a witness to the content and proceedings of the meeting.

Reviewed and revised per faculty DON SP19/ FA 21/ SP24

**FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)**

FERPA is a federal law that protects the privacy of student education records. FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level.

Students to whom the rights have transferred are eligible students:

Eligible students have the right to inspect and review the student's education records maintained by the school. The Department of Nursing will not provide copies of records unless for reasons such as great distance or it is impossible for parents or eligible students to review the records. Fees will be charged for copies. Parents or eligible students have the right to request that a school correct records which they believe to be inaccurate or misleading.

The Department of Nursing must have written permission from the parent or eligible student in order to release any information from a student's education record.

For additional information contact the Academic Affairs/Provost Office.

**Students with Disabilities:****Americans with Disabilities Act (ADA)**

Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) cover issues relating to disability and accommodations. Tuskegee University adheres to a disability policy that is in keeping with relevant federal law. The University will provide appropriate accommodation as determined by Mr. Steven McCrary, Director of the Counseling Center. Students must notify instructors of any permanent or temporary disabilities and must provide documentation regarding those disabilities before the granting of an accommodation. If a student has questions or needs an accommodation in the classroom (all medical information is treated confidentially),

**CONTACT Mr. Steven  
McCrary**

Old Administration Building - Room 215.

Phone: (334) 727-8147

(334) 724-4661

[smccrary@tuskegee.edu](mailto:smccrary@tuskegee.edu) <https://www.tuskegee.edu/student-life/wellness-center-counseling>

## Essential Functions:

Nursing is a practice discipline with cognitive, sensory, affective and psychomotor requirements. The following essential functions are necessary to successfully complete the requirements of the nursing program. The following are essential functions with examples of activities required to perform while enrolled in the nursing program. Specific essential functions are identified in each course. Students should follow the procedures identified in the “Students with Disabilities” section if he/she identifies difficulties with meeting the functions. Determination of the student’s ability to meet these requirements is made on an individual basis as to whether or not the necessary accommodations or modifications can be reasonably made for the student to meet these requirements.

Area	Competency	Some Examples (not all-inclusive)
Critical Thinking	Critical thinking ability sufficient for clinical judgment	Identify cause-effect relationships in clinical situations; develop nursing care plans
Interpersonal	Interpersonal abilities sufficient to interact with individuals, families, groups from a variety of social, emotional, cultural, and intellectual backgrounds	Establish rapport with patients/clients, family members, and colleagues
Communication	Communication abilities sufficient for interaction with others in verbal and written form	Explain treatment procedures; initiate health teaching; document and interpret nursing actions and patient responses.
Ethics	Identify and analyze ethical dilemmas and the ways in which these dilemmas impact patient/client, family and community.	Respect of persons individuality and providing culturally competent care.
Mobility	Physical abilities sufficient to move from room to room and maneuver in small spaces.	Move around in patient’s rooms, workspaces, and treatment areas; administer cardiopulmonary procedure.
Motor Skills Hearing	Gross and fine motor abilities sufficient to provide safe and effective nursing care.  Auditory ability sufficient to monitor and assess health needs.	Calibrate and use equipment, position patients, administer medications.  Hear monitor alarms, emergency signals, auscultatory sounds and calls for help.  Observe patient responses. Ability to detect subtle color changes in clients.

Reviewed and revised per faculty DON SP19/ FA 21/ SP24

Visual Tactile	Visual ability sufficient for observation and assessment necessary in nursing care.	Perform palpation function of physical examination and/or those functions related to therapeutic interventions.
Behavioral	Tactile ability sufficient for physical assessment.  Adapt to every-changing environments, display flexibility and appropriate interaction with others.	Maintain professionalism by demonstrating the ability to effectively collaborate with other healthcare professionals.

## STUDENT ORGANIZATIONS

Extra-curricular activities are recognized as an integral part of the educational program. Students are encouraged to develop self-governance and make decisions. It is expected that they operate within the limits of the University's regulations and share with faculty and staff the responsibility for maintaining an academic climate conducive to learning.

**Class Organizations:** Under the guidance of the class advisor, students will formally organize their pre-nursing, junior and senior classes, and elect class officers. Faculty class advisors are assigned to each class organization. Class organizations, with guidance from their class advisor, will plan activities in accordance with regulations stipulated in the Tuskegee University Student Handbook.

**Student Nurses Association:** The Tuskegee University Student Nurses' Association is comprised of students who are preparing to become professional nurses. The purpose of the association is to assist in preparing nursing students for the assumption of professional responsibilities. All students enrolled in the Professional Phase of the Department of Nursing are required to hold membership and participate in the Tuskegee University Chapter of the American Student Nurses' Association. Students may obtain an application online from [www.nsna.org](http://www.nsna.org) and are responsible for submitting payment as indicated online. Proof of membership will be required prior to enrollment into the second semester professional phase courses. Effective Summer 2013.

**Chi Eta Phi Sorority, Inc:** Chi Eta Phi Sorority, a national nursing sorority, installed the Epsilon Beta Chapter on the Tuskegee University campus in 1952, as part of the Council on Non-Greek Organization under the auspices of Students Affairs. The purposes of the sorority are:

- To encourage the pursuit of continuing education among members of the nursing program.
- To have a continuous recruitment program for nursing and the health profession.
- To stimulate a close and friendly relationship among the members.
- To develop working relationships with other professional groups for the improvement and delivery of health services.
- To constantly identify corps nursing leaders within the membership who will function as agents of social change on the national, regional and local level.

Candidates for membership are selected by members of the Epsilon Beta Chapter on the basis of academic standing, evidence of professional leadership potential, and satisfactory academic performance.

**Sigma International Honor Society:** The Vision of Sigma International Honor Society is to connect and empower nurse leaders to transform global healthcare. The Nu at-Large Charter Ceremony was held in December, 2019. The Nu at-Large Chapter created a formal relationship with the UAB Hospital and Tuskegee University. The mission of Sigma Theta Tau International Honor Society is to develop nurse leaders anywhere to improve healthcare everywhere. This honor society represents a group of nurse scholars and leaders who have been recognized for their superior achievement, leadership qualities, high professional standards and commitment to the profession of nursing. The purposes of Sigma Theta Tau International include:

- ☐ Recognize superior achievement and scholarship.
- ☐ Recognize the development of leadership qualities.
- ☐ Foster high professional standards.
- ☐ Encourage creative work.
- ☐ Strengthen commitment to the ideals and purposes of the profession.

Eligible students are selected and inducted annually.

# POLICIES

The faculty reserves the right to make policy changes as needed. Students will be notified of the policy change within 30 days after approval, and at least 30 days before implementation. Students will receive an email of the policy change via the Tuskegee email account within

Thirty days after approval and at least 30 days before implementation. If the student is enrolled in the professional phase nursing classes at the time of notification, they will receive a hard copy of the updated policy in their nursing class and sign for receipt. The policy update will be posted on the nursing webpage for at least 12 months following the policy adoption.

### **Grading System**

The grading system for the Department of Nursing is as follows:

A = 92.00-100	4 grade points per credit hour
B = 83.00-91.99	3 grade points per credit hour
C = 74.00-82.99	2 grade points per credit hour
D = 65.00-73.99	1 grade point per credit hour
F = 0 – 64.99	0 grade point per credit hour
Y = Unofficial Drop/Withdrawal	0 grade point per credit hour
P = Pass	Not included in GPA Computation
F = Fail	Not included in GPA Computation
I = Incomplete	Not included in GPA Computation

### **Procedures:**

1. Students are required to earn a grade of “C” in all nursing courses in order to pass the course.
2. Evaluation of student performance should be designated by a numerical grade.
3. A cumulative evaluation of student’s performance must occur at midterm and at the end of the semester. Grades below “C” must be reported via the University’s electronic process to the Office of the Registrar at mid-term. All students receiving mid-semester grade reports should sign a mid-semester counseling form via the University’s electronic process.
4. A final course grade must be submitted to the Department of Nursing Dean’s Office and to the Office of the Registrar and maintained in the student’s record.
5. When faculty submits an incomplete grade “I” for a student an alternate grade is also submitted, such as “I”/”C” or “I”/”F”, in the instance that the student does not complete the assigned course work. A student receiving an incomplete grade “I” in a course must complete course work during the next semester of enrollment or the alternative grade will become permanent on the transcript.



- Students must show competency at the 90% level before clinical each semester for courses requiring the administration of medications. (Dosage Calculation Exams will be constructed by course faculty teaching clinical courses that semester.)
- Students not passing the examination will not be permitted to attend clinical and, therefore, will be unable to meet the clinical objective related to medication administration and must withdraw from the course.
- ☐ Students will be given (3) opportunities to take and pass the math/calculation examination.
- ☐ After each failed attempt, students will be required to participate in math enrichment as designated by the course faculty.
- ☐ Math enrichment will include metric and apothecary conversion, calculation of oral, intramuscular, subcutaneous, intradermal, and pediatric computations, intravenous drug/solution, and medical symbols and abbreviations.
- ☐ The course faculty will determine the use of calculators and will not include the use of cell phones, smart watches etc.
- ☐ Students are prohibited from using formula and/or conversion table assistance during calculation exams.
- ☐ Competency in math/calculations will be monitored in each clinical course.

### **STUDENT RESPONSIBILITIES**

The Department of Nursing expects that students will conduct themselves according to principles of high morality and honor and that they will in no way bring discredit upon the School or the Department of Nursing. A student whose behavior is deemed contrary to the standards or regulations of the Department of Nursing may be required to withdraw from the nursing program either temporarily or permanently.

#### **Personal and Professional Conduct:**

Personal and professional conduct involves attitudes and behaviors which reflect ethical and moral integrity. The concern and respect for others, along with the display of initiative and dependability, represent behaviors that are expected from students as they represent the University, the Department of Nursing, and the nursing profession.

### **Inappropriate Behavior in the Classroom:**

Students are expected to conduct themselves in a manner that promotes comprehension of content from each teaching-learning encounter. The following behaviors are considered inappropriate in the teacher-learner environment (classroom/clinical skills lab):

Using cellular phones or other electronic devices during class (i.e. ringing, talking, text messaging)  
 Bringing infants/children to class  
 Sleeping during class  
 Eating during class  
 Assuming a slumping or reclining posture  
 Absence of face in camera if virtual without instructor's permission  
 Arriving to class late and/or leaving early  
 Arriving unprepared for class  
 Not taking notes during class  
 Recording lectures without faculty permission  
 Conducting side conversations during class  
 Using a computer in class unrelated to course  
 Using inappropriate or foul language  
 Disrespecting faculty, staff or classmates

### **Classroom Dress Code:**

Students are expected to dress professionally during class unless otherwise specified by the course faculty. The appearance should be clean and neat. Students who are inappropriately dressed will be asked to leave the classroom and return when they are appropriately dressed. Students will be responsible for any missed material. Examples of **inappropriate and prohibited attire** include, but are not limited to:

Shirts of underwear persuasion  
 See-through clothing  
 Pants of pajama persuasion  
 Caps, bonnets or scarves (unless required by religious practice or medical need. Proof must be documented.  
 Slippers  
 Any item that exposes a bare midriff, back, chest, or underwear  
 "T" strap tops  
 Short pants or skirts/dresses more than 3 inches above the knee  
 Oversized or sagging pants  
 Hats, caps, hoodies, headwraps  
 Clinical Skills Lab: stilettos, heels or any shoes that pose a threat to safe mobility  
 Tights, leggings or jeggings worn without a top that covers the mid-thigh in front and back.

**Faculty reserves the right to dismiss students from class/clinical or lab based on unprofessional conduct.**

**Conduct in the Clinical/Laboratory Unit:**

When working in the clinical setting, students must be responsible and accountable for your actions and realize that caring for others in a health care setting requires special cautions and concerns. Client records and communications are private and students have the responsibility to keep information confidential and share it only with classmates and instructors in learning situations as applicable,

Clinical activities are considered the professional “workplace” and nursing students are expected to adhere to personal and academic standards of conduct and ethical principles necessary to guide and reflect professional behaviors.

While working in the clinical area under the supervision of a faculty member, or assigned preceptor, students are expected to adhere to procedures of Universal Precautions and Privacy Rights in all clinical agencies.

## **Students who need to be absent from a classroom, clinical, or practice lab must:**

**POLICY:** To inform all students of the importance and their responsibilities in attending all classes and clinical sessions. Absenteeism without genuine proof of an “excused absence” will lead to failure of the course.

**PURPOSE:** To establish within the Department of Nursing a universal system for faculty to address absenteeism in nursing courses.

**OBJECTIVE:** To inform all students that it is mandatory to attend and participate in all classroom and clinical sessions while they are enrolled in nursing courses.

### **ATTENDANCE PROCEDURES:**

1. Students are required to attend all regularly scheduled classes and clinical sessions for the entire class or clinical session, during each semester.
2. Fulfilling course and clinical objectives may require participation in and attendance at activities occurring at times other than scheduled clinical or classroom time.
3. Students are expected to exhibit punctuality and organizational skills.
4. Students are required to be prepared for class and clinical learning opportunities.

### **ABSENCE PROCEDURES**

1. The student notifies the instructor in the event she/he will be late or absent from class or clinical via phone and/or email. This notice should be made prior to the scheduled experience. If the student cannot reach the instructor, she/he should call the clinical unit and leave a message for the instructor.
2. Absence from class or clinical area does not relieve the student of the responsibility for meeting the objectives for the area.
3. A student may acquire no more than two (2) excused absences in a didactic or clinical course. Any excused absence in excess of two (2) requires that the student meet with the Department Head before continuing in the course.
4. An excused absence is as follows: Personal illness, death or serious illness in the immediate family (spouse, parents, sibling, children, guardian).
5. If an excused absence occurs, the student is responsible for initiating communication with the instructor to determine what action for make-up will be required.
6. A request for approval of an excused absence must be made by the student to the Coordinator of the course in writing. Approval for an excused absence requires the following documentation: nurse practitioner or physicians certification of illness, (certification of illness must document that absence from class or clinical experience was necessary) or an official announcement of death. This is due on the first day back to class.
7. Clinical make-up will be subject to:
  - The course objective being met in the remaining scheduled classroom or clinical time.

**8. Students who do not complete the required clinical hours for a course are ineligible to progress due to incompleteness of clinical hours in the course.**

**Guidelines to facilitate the development of professionalism on the clinical unit are delineated below. It is required that these guidelines be followed during each clinical experience:**

Proper introduction (as appropriate) by name to the supervisor, nurse manager, team leader, and their staff members.

- ☐ Make a concerted effort to know and address staff members by name. Your nametag will help them to know you and address you by name. Notice their nametags for names and titles.
- ☐ Become familiar with the routines and milieu of the unit. The instructor will discuss specific routines during unit orientation.

Upon completion of the clinical experience, students should make an appropriate departure to include:

- ☐ Notifying the staff that it is your last assigned day.
- ☐ Thank the staff for the opportunity to work with them and for assistance, which has been given to help you learn as much as possible.
- ☐ Maintain professional conduct at ALL times in the clinical setting (on and off the unit).

**Failure to adhere to the above guidelines can result in dismissal from the clinical site. Any student who is dismissed from the clinical setting due to inappropriate or unprofessional behavior must meet with the Department Head or Dean before they will be allowed to resume clinical experiences.**

**Cardiopulmonary Resuscitation:**

- ☐ All students enrolled in clinical nursing courses must obtain and maintain a current certification in basic life support (BLS) cardiopulmonary resuscitation (CPR) for the healthcare provider.
- ☐ Students are responsible for acquiring a CPR Healthcare Provider Certification before initial acceptance into the nursing program.
- ☐ CPR certification courses are only accepted from either of the following:
  1. American Heart Association Healthcare Provider Course
  2. American Red Cross Professional Rescuer Course
- ☐ Students are responsible for submitting evidence of a valid certification to the Department's records management system each semester.

**Student Uniforms, Equipment and Materials:**

All students will possess, throughout their clinical nursing course, the following items:

- watch with a second hand (no smart watches or Fit Bits)
- black pens and pocket notepad
- regulation uniform, name tag, shoes, white socks
- bandage scissors, penlight, tape measure
- lab coat
- stethoscope – dystonic
  - sphygmomanometer
- evidence of appropriate Liability Insurance
- evidence of CPR certification
- evidence of background check
- evidence of urine drug screening
- required health documents

The regulation uniforms will be purchased through the vendor approved by the Department of Nursing. Students not in possession of the above requirements will not be allowed to continue in the course until requirements are met. All students are responsible for purchasing their equipment (NUR 309) and/or supply bags (NUR 320) by the second week of the beginning of each semester.

Students enrolled in any clinical nursing course are required to purchase \$1,000,000/\$6,000,000 of liability insurance annually and submit proof of coverage to the Departments' Records Management System at the beginning of the course as needed. Students can apply for Alabama Student Nurse RN insurance online through Nursing Service Organization (NSO) @ <http://www.NSO.com>

**Student Clinical/Lab Dress Code:**

The appearance should be clean and neat. Inappropriately dressed students will be asked to leave the clinical/lab. Students will receive a zero for the clinical day or be dismissed from lab. Students who are dismissed from lab for inappropriate dress are responsible for missed content.

**General Guidelines:**

- ☐ Hair must be neat, of reasonable natural color, and always kept off the collar (male/female).
- ☐ No head covering allowed in the clinical/lab setting, including hats of any kind or scarves, unless required per religious beliefs/practices or medical need. Must be officially documented and notarized.
- ☐ No visible body piercings or tattoos are allowed during clinical. Piercing apparel must be removed and tattoos covered. No artificial cosmetic devices (nails, eyelashes, etc.) may be worn during clinical/lab.
- ☐ Only “stud” earrings may be worn. Only one earring must be worn per ear.
- ☐ Fingernails must be cut short with only clear nail polish. No artificial or acrylic type nails, including gel polish
- ☐ The uniform and lab coat must always be clean and free of wrinkles. Shoes and laces (if applicable) must be clean and free of excessive scuffs.
- ☐ The complete uniform (including lab coat) must be worn in and out of the clinical setting. All clinical/lab dress code guidelines must be maintained while the uniform is worn.
- ☐ Hair must be neat and a natural color for humans.

**Uniform for Women**

- ☐ The size and length of the uniform should accommodate individual students, pants should touch the top of shoes
- ☐ No footie/ankle socks allowed with pants
- ☐ Uniform socks must be white, without design, and cover any skin exposed under the pants leg.
- ☐ No clogs, sandals, or sneakers are allowed.
- ☐ Undergarments should not be visible underneath the uniform.

**Uniforms for Men**

- ☐ The size and length of the uniform should accommodate individual student (pants should fit snugly around the waist and touch the top of the shoes). Absolutely NO SAGGING.
- ☐ No footie/ankle socks allowed. Socks must be white, without design, and cover any skin exposed under the pants leg.
- ☐ No earrings or any other piercings are allowed during clinical.
- ☐ Haircuts should be neat and without the addition of unnatural lines, colors, or designs.

**Alternate Uniform**

- ☐ The alternate uniform will be worn in psychiatric, pediatric, and community clinical settings and other designated experiences as determined by the faculty.
- ☐ The alternate uniform shall not be worn as classroom or street attire.
- ☐ Students are responsible for purchasing alternate uniforms through the designated, approved vendor.
- ☐ All uniform regulations of the traditional uniform (noted above) will also apply for the alternate uniform.

**The course instructor is the final arbiter of appropriate dress and grooming in the classroom/clinical setting.**

## ATI END OF COURSE CONTENT MASTERY TESTING POLICY

ATI Content Mastery Series Assessment Scoring		
1st Attempt	Earned Points	Retake
Level 3	100	
Level 2	90	
Level 1	0	Retake Required
Below Level 1	0	Retake Required
2nd Attempt	Earned Points	
Level 3	90	
Level 2	85	
Level 1	raw assessment score	
Below Level 1	raw assessment score	

- All students will complete all assessment attempts according to the scoring table.
- Students scoring less than a Level 2 on a proctored assessment are required to retake the assessment after completing all assigned remediation activities and must retake the exams prior to the end of the course.
- Assessments and remediation activities are scored separately; however, all remediation activities must be completed prior to any retake attempt.
- Students failing to complete any part of the assessment, retake, or remediation activities will receive 0 points of the graded component.
- Please note that the 2<sup>nd</sup> attempt retake grade will be recorded in the gradebook.

### PROCTORED CONTENT MASTERY SERIES ASSESSMENT REMEDIATION SCORING

ATI Content Mastery Series Assessment Remediation Scoring				
1st Attempt				
Level	Focused Review Quizzes	Dynamic Quizzing	ATI Learning Templates	
Level 3	Complete all ATI generated post-CMS focused review quizzes	Create 1 quiz with at least 10 questions for each outcome with a score of less than 74%	Complete the ALT assigned in Topics to Review for the 3 lowest scored Major Content Areas	Completion required to qualify for retake opportunity
Level 2				
Level 1				
Below Level 1				
2nd Attempt				
Level	Focused Review Quizzes	Dynamic Quizzing	ATI Learning Templates	

Reviewed and revised per faculty DON SP19/ FA 21/ SP24



Level 3	Complete all ATI generated post-CMS focused review quizzes		
Level 2			
Level 1		Create 1 quiz with at least 10 questions for each repeated outcome with a score of less than 74%	Complete the ALT assigned in Topics to Review for the 3 lowest scored Major Content Areas
Below Level 1			

- All students will complete all assigned remediation activities according to the scoring table.
- Assessments and remediation activities are scored separately; however, all remediation activities must be completed prior to any retake attempt.
- Students failing to complete any part of the assessment, retake, or remediation activities will receive 0 points of the graded component.

I \_\_\_\_\_ have received instructions, a copy, and the opportunity to ask questions regarding the above policy. My signature supports my understanding of the policy.

## **ATI TESTING POLICY: NUR 411A SENIOR SEMINAR I AND NURS 411B SENIOR SEMINAR II**

It is the ultimate goal of the Tuskegee University School of Nursing to prepare graduates for success on the NCLEX-RN Examination at first time attempt. To foster this goal, review and remediation of major concepts for students, rigorous testing and remediation are imbedded in NURS 411A-Seminar I and NURS 411B- Seminar II.

During Senior Seminar I and Senior Seminar II, students participate in the ATI Content Mastery Series Review Modules. The Content Mastery Series is designed to provide data related to a student's mastery of specific concepts related to the NCLEX-RN Exam. Each core content area includes a proctored assessment and online practice assessments as well as remediation materials in print and online. Upon completion of the online practice assessments and the online proctored exams, students are required to complete individualized focused reviews.

Upon successful completion of NURS 411A Senior Seminar I, students are enrolled in NURS 411B Senior Seminar II. Students having a grade less than **75.3% (96 – 97% predictability to pass the NCLEX-RN Exam)** in Senior Seminar I (NURS 411A) will receive an individualized focused assessment, remediation and adaptive quiz retesting based on ATI test results from Senior Seminar I (NURS 411 A).

At the end of NURS Senior Seminar II, students are required to take the **ATI RN Comprehensive Predictor ('Exit exam')**. The Comprehensive Predictor is a 180-item, proctored test made up of multiple choice questions to help determine a students' basic comprehension and mastery of core principles. Questions span all major NCLEX client need categories from management of care to health promotion and maintenance. This is a **required examination** administered in NURS 411B- Senior Seminar II.

The benchmark score for this test has been determined by the faculty to be **74.0 % (94-95% predictability to pass the NCLEX-RN Exam)**. **The ATI Comprehensive Predictor is weighted as 15% of the students' course grade in NUR 411B Senior Seminar II. Grades are not rounded per the Department of Nursing Handbook.** A second opportunity to take a different exam after focused remediation will be provided.

Students not scoring the 74.0% on the second attempt will receive an incomplete (I) grade in NUR 411B Senior Seminar II until remediation and retesting have been completed. During remediation, the student will be assigned to a faculty member and guided in content focused review utilizing resources from ATI as well as content specific resources in the U-World Online Review Course. After completion of the focused review, students will retake the ATI Comprehensive Predictor. The student will receive the grade earned on the ati Comprehensive Predictor. **The ATI Comprehensive Predictor is weighted as 15% of the students' course grade in NUR 411 Senior Seminar II and is not the sole criterion used to determine the student's success in the course.**

**Drug and Alcohol Testing:**

To ensure that students, faculty and patients within clinical facilities are protected to the extent reasonably possible from possible harm due to students who are completing clinical rotations in clinical facilities and using illegal drugs or alcohol while in clinical facilities.

- ☐ All students are required to take a drug and alcohol screening test upon admission, at the announced date and time, or randomly when requested by the clinical agency, and annually.
- ☐ Costs of testing will be incurred by the student.
- ☐ Students testing positive will be referred to the Tuskegee University Counseling Center (no cost)
- ☐ If referred to an agency in the community, student will incur expenses.
- ☐ Students who tested positive will forfeit participation in clinical during that semester.
- ☐ A drug screen may be requested at random by the Department of Nursing at an additional cost to the student if there is a reasonable suspicious/cause that a student exhibits signs of drug and/or alcohol use.
- ☐ A refusal to be tested or to sign a consent form will prohibit students from progressing in the nursing program until a drug and alcohol screen has been conducted.
- ☐ All drug testing will be performed by the Agency designated by the Tuskegee University Department of Nursing (TUDON).

**Guidelines for Drug and Alcohol Testing:****Urine Collection:**

- ☐ the student will present herself/himself to the designated collection agency.
- ☐ Upon presentation, the student will be required to sign a consent form and complete the designated section on the chain of custody form provided by the testing laboratory.
- ☐ Students must disclose all drugs, whether prescribed or not, which they have taken within the past three months on the chain of custody form provided by the designated agency.
- ☐ The student will be instructed on how to complete the specimen collection.
- ☐ If any student is suspected of altering or adulterating a sample, she/he may be required to submit specimens in the presence of a witness or follow other such security measures to ensure the integrity of the sample.
- ☐ The Department of Nursing will disqualify any reported altered or adulterated specimen, which will result in the forfeiture of clinical participation.

**Results Reporting:**

- ☐ The testing laboratory will report all test results, whether positive or negative to the Dean/Director or her/his designee.

**Definitions:**

- ☐ **Controlled Substance** = any drug currently listed in Title 2 of the Federal Comprehensive Drug Abuse Prevention and Control Act of 1970. Such drugs include, but are not limited to heroine, marijuana, Demerol, cocaine including crack, methamphetamine, PCP, LSD, and other hallucinogenic drugs.
- ☐ **Reasonable Suspicion** = suspicion based on specific signs and symptoms exhibited by the student. Report of an eyewitness that a student has consumed or is abusing alcohol and/or drug as defined herein.
- ☐ **Drug Abuse** = includes the use of illegal drug(s), abuse of prescription drug(s), and the use of non-medical drug(s) for example, glue.

**Student Employment:**

Students are encouraged not to work due to the requirements of the nursing curriculum. If

employment is necessary to fulfill financial obligation to the University and Department, the following guidelines are recommended and/or required:

- ☐ Full time nursing students are encouraged to work no more than twenty (20) hours per week. (recommended)
- ☐ A student may not present him/herself as a Tuskegee University Nursing Student (TUSN) when employed in an agency not related to academic/clinical requirements of the Nursing Department and therefore should utilize other type of dress wear approved by the employing agency. (required)
- ☐ Students may not expect academic accommodations to be provided based on their work schedules. It is the student's responsibility to manage employment schedules as not to conflict with academic requirements. (required)

### Scholarly Activities:

Students enrolled in the Professional Phase of Nursing are required to attend scholarly activities. Specific guidelines for scholarly activities are as follows:

- ☐ Each student enrolled in nursing courses shall be responsible for attending scholarly activities, to include Lillian Holland Harvey Fall Symposium and the Mary Starke Harper/Scholarly Events Day and other designated activities.
- ☐ Each student will sign the attendance roster at each session of designated scholarly activities.
- ☐ Each student will be responsible for completing assignments as required for course work involving scholarly activities.
- ☐ The Department of Nursing will select a student representative to serve on the Scholarly Events Day committee for planning and implementation.
- ☐ Students' attendance at designated activities will be verified by faculty.
- ☐ Students must present a request for an excuse from scholarly activities or other designated activities to appropriate course faculty in the Department of Nursing.

### Inclement Weather Procedures for Basil O'Connor Hall:

During severe thunderstorms, all individuals should remain indoors, stay off telephones and away from any electrical conducting objects. Upon notification of a Tornado Warning by siren or police security notification, all faculty, staff, and students must move downstairs to **ROOM 123. DO NOT USE ELEVATORS** and remain there until an "all clear" is received. At no time should anyone remain outside or in other areas where there are windows and doors where glass breakage is possible and/or damage from other flying debris is a potential hazard.

### SOCIAL NETWORKING

Tuskegee University has adopted the American Nurses Association (ANA) Principles for Social Networking and the National Council of State Board of Nursing (NCSBN): A Nurse's Guide to the Use of Social Media. Social networks and the internet provide unparalleled opportunities for rapid knowledge exchange and dissemination among many people, but this exchange does not come without risk. Nurses and nursing students have an obligation to understand the nature, benefits, and consequences of participating in social networking of all types. Online content and behavior have the potential to enhance or undermine not only the individual student's career, but also the nursing profession.

#### ANA's Principles for Social Networking

- ☐ Nurses must not transmit or place online individually identifiable patient information. Nurses must know their legal and ethical responsibilities, as well as their own organization's policies, regarding their responsibility to protect patient privacy, whether online or offline. Merely removing someone's name (or face, in the instance of images) from a communication does not necessarily protect that person's identity. Under federal law (HIPAA), protected "individually identifiable information" includes health information that identifies the individual or can reasonably be used to identify the individual, in any form (oral, written, or otherwise) that relates to the past, present, or future physical or mental health of an individual.
- ☐ Nurses who interact with patients on social media must observe ethically prescribed patient-nurse professional boundaries. The precepts guiding nurses in these matters are no different online than in person.
- ☐ Nurses should evaluate all their postings with the understanding that a patient, colleague, educational institution, or employer could potentially view those postings. Online content and behavior have the potential to either enhance or undermine not only the individual nurse's career, but also the nursing profession.

- ☐ Nurses should take advantage of privacy settings available on many social networking sites in their personal online activities and seek to separate their online personal and professional sites and information. Use of privacy settings and separation of personal and professional information online does not guarantee, however, that information will not be repeated in less protected forums.
- ☐ As the patient's advocate, nurses have an ethical obligation to take appropriate action regarding instances of questionable healthcare delivery at an individual or systems level that reflect incompetent, unethical, illegal, or impaired practice. Nurses who view social media content posted by a colleague that violates ethical or legal standards should first bring the questionable content to the attention of the colleague so that the individual can take appropriate action. If the posting could threaten a patient's health, welfare, or right to privacy regarding health information, the nurse has the obligation to report the matter to a supervisor or designated person within the institution or entity for follow-up. If the questionable practice is not addressed in the employment setting and seriously jeopardizes the patient's safety and well-being, the nurse may need to report the problem to external authorities. Accurate reporting and factual documentation—not merely opinion—should always support such responsible actions.
- ☐ Nurses are encouraged to participate in the development of policies and procedures in their institutions and organizations for handling reports of online conduct that may raise legal concerns or be professionally unethical. Such official channels can protect the rights of those participating and can offer remedial action for the patient, while offering fairness, support, and non-punitive correction and training for a nurse's inadvertent mistakes.

#### **NCSBN: A Nurse's Guide to the Use of Social Media – How to Avoid Disclosing Confidential Patient Information.**

- ☐ Nurses must recognize that they have an ethical and legal obligation to maintain patient privacy and confidentiality at all times.
- ☐ Nurses are strictly prohibited from transmitting by way of any electronic media any patient-related image. In addition, nurses are restricted from transmitting any information that may be reasonably anticipated to violate patient rights to confidentiality or privacy, or otherwise degrade or embarrass the patient.
- ☐ Nurses must not share, post or otherwise disseminate any information or images about a patient or information gained in the nurse/patient relationship with anyone unless there is a patient care-related need to disclose the information or other legal obligations to do so.
- ☐ Nurses must not identify patients by name, or post or publish information that may lead to the identification of a patient. Limiting access to postings through privacy settings is not sufficient to ensure privacy.
- ☐ Nurses must not refer to patients in a disparaging manner, even if the patient is not identified.
- ☐ Nurses must not take photos or videos of patients on personal devices, including cell phones. Nurses should follow employer policies for taking photographs or videos of patients for treatment or other legitimate purposes using employer-provided devices.
- ☐ Nurses must maintain professional boundaries in the use of electronic media. Like in-person relationships, the nurse has an obligation to establish, communicate and enforce professional boundaries with patients in the online environment. Use caution when having online social contact with patients or former patients. Online contact with patients or former patients blurs the distinction between a professional and personal relationship. The fact that a patient may initiate contact with the nurse does not permit the nurse to engage in a personal relationship with the patient. Nurses must consult employer policies or an appropriate leader within the organization for guidance regarding work related postings.
- ☐ Nurses must promptly report any identified breach of confidentiality or privacy.
- ☐ Nurses must be aware of and comply with employer policies regarding use of employer-owned computers, cameras and other electronic devices, and use of personal devices in the workplace.

- ☐ Nurses must not make disparaging remarks about employers or co-workers. Do not make threatening, harassing, profane, obscene, sexually explicit, racially derogatory, homophobic or other offensive comments.
- ☐ Nurses must not post content or otherwise speak on behalf of the employer unless authorized to do so, and must follow all applicable policies of the employer.

*References:*

1. American Nurses Association. (2011, September). Principles for social networking and the nurse. <https://www.nursingworld.org/~4af4f2/globalassets/docs/ana/ethics/social-networking.pdf>
2. National Council of State Boards of Nursing (2018). A Nurse's Guide to the use of Social Media. [https://www.ncsbn.org/NCSBN\\_SocialMedia.pdf](https://www.ncsbn.org/NCSBN_SocialMedia.pdf)

# APPENDIX A

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**TUSKEGEE  
UNIVERSITY  
DEPARTMENT OF  
NURSING  
ACKNOWLEDGEMENT OF STATE BOARDS RIGHT TO REFUSE  
EXAMINATION**

I, \_\_\_\_\_ acknowledge that I have been informed that a state board of examiners has a right to refuse to grant me a registered nurse license regardless of my educational credentials under circumstances of 1) falsification of application for licensure; 2) conviction of a felony or crime of moral turpitude; and 3) other moral and legal violations specified in the state's law. I have also been informed that a state may elect to complete a background check before issuing an authorization to test for the licensure examination.

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Student Signature/Date

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Faculty Signature/Date



**APPENDIX B CURRICULUM**  
**124 CREDITS TUSKEGEE**  
**UNIVERSITY**  
**SCHOOL OF NURSING AND ALLIED**  
**HEALTH DEPARTMENT OF**  
**NURSING**  
**Pre Licensure Bachelor of**  
**Science**  
**Pre-Nursing Required Course**  
**Requirements**

<b>FRESHMA</b>			
<b>FALL</b>		<b>SPRING SEMESTER</b>	
ENGL	3	ENGL	3
CHEM 0221	3	PSYC	3
CHEM 0223	1	NUSC 0111	3
PHED	1	MUSC 0208/FPAR 0101	2
OREN 0100	1	OREN 0101	1
MATH 0107	4	HIST 0104/0211	3
HIST 0103/0210	3	NURS 0214 ( <b>or Spring Year 2</b> )	2
<b>TOTA</b>	<b>16</b>	<b>TOTA</b>	<b>15/17</b>
<b>SOPHOMOR</b>			
<b>FALL</b>		<b>SPRING SEMESTER</b>	
ANPH 0201	4	ANPH 0202	4
SOCI 0240	3	NURS 0214 ( <b>or Year 1</b> )	2
PSYC 0377	3	BIOL 0301 (Microbiology) or MBIO 208	3
PHIL 0237 (Introduction to Logic)	3	BIOL 0303 (Microbiology Lab)	1
PSYC 0306 or SOCI 300 (Statistics)	3	ENGL (0200-0300)	3
PHED	1	CSCI (Computer Science)	3
<b>TOTA</b>	<b>17</b>	<b>TOTA</b>	<b>14/16</b>
<b>TEA</b>			
<b>English Prof. Exam (Date Satisfied)</b>	<b>P/F</b>		
<b>TEA</b>			
<b>TOTAL NUMBER OF HOURS FOR PRE-NURSING: 62</b>			

# Course Pre-Requisite Guideline

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Course Number	Pre-Requisites	Co-Requisites
<b>NURS0214</b> Introduction to Professional Nursing	Declared Nursing Major	
<b>NURS0300</b> Student Success in Nursing	Admission to the Professional Phase	
<b>NURS0309</b> Foundations of Nursing	Admission to the Professional Phase	
<b>NURS0310</b> Basic Skills	Admission to the Professional Phase	
<b>NURS0311</b> Pathophysiology and Pharmacology I	ANPH 201, ANPH 202, Admission to the Professional Phase	
<b>NURS0314</b> Pathophysiology and Pharmacology II	ANPH 201, ANPH 202	
<b>NURS0316</b> Health Assessment	NURS 0309, NURS 0310, NURS 0311, NURS 0316 ANPH 201 ANPH 202 <b>Admission to the Professional Phase</b>	
<b>NURS0320</b> Adult Health I	NURS 0309, NURS 0310, NURS 0311, <b>NURS 0314</b>	<b>NURS0314</b>
<b>NURS0321</b> Psychiatric Mental Health Nursing	NURS 0309, NURS 0310, NURS 0311, NURS 0316	<b>NURS0314</b>
<b>NURS0403K</b> Clinical Decisions and Judgement	NURS 0309, NURS 0310, NURS 0311, NURS 0314	
<b>NURS0405</b> Adult Health II	NURS 0309, NURS 0310, NURS 0311, NURS 0314	
	NURS 0316, NURS 0320, NURS 0321	
<b>NURS0406E</b> Evidence Based Practice	NURS 0309, NURS 0310, NURS 0311, NURS 0314,	
<b>NURS0411A</b> Nursing Seminar A	NURS 0316, NURS 0320, NURS 0321, NURS 403K NURS 0309, NURS 0310, NURS 0311, NURS 0314, NURS 0316, NURS 0320, NURS 0321, NURS 403K	
<b>NURS0411B</b> Nursing Seminar B	NURS 0309, NURS 0310, NURS 0311, NURS 0314, NURS 0316, NURS 0320, NURS 0321, NURS 403K, NURS 0405, NURS 406E, NURS 41 La, NURS 0418, NURS	

**NURS0412** 0412, NURS 0419  
NURS 0309, NURS 0310,  
Nursing of the Childbearing Family NURS 0311, NURS 0314  
NURS 0316, NURS 0320,  
NURS 0321

**NURS0418** NURS 0309, NURS 0310,  
Pediatric Nursing NURS 0311, NURS 0314  
NURS 0316, NURS 0320,  
NURS 0321

## Course Pre-Requisite Guideline

NURS 0414 Issues	N0320, N0321, N0314, N403K	
<b>NURS0419</b> Community Health Nursing	NURS 0309, NURS 0310, NURS 0311, NURS 0314	
<b>NURS0409</b> Professional Practice	NURS 0316, NURS 0320, NURS 0321 NURS 0309, NURS 0310, NURS 0311, NURS 0314,	
	NURS 0316, NURS 0320, NURS 0321, NURS 403K NURS 0405, NURS 406E, NURS 411A, NURS 0418, NURS 411A, NURS 0418, NURS 0412, NURS 0419	

TUSKEGEE UNIVERSITY DEPARTMENT OF  
NURSING Fall Admission Professional Nursing  
Program Course Requirements Curriculum: 124  
Credit Hours

JUNIOR			
FALL SEMESTER (1 of 5)		SPRING SEMESTER (2 of 5)	
NURS 0309 Foundations of Nursing	5 (3:2)	NURS 0314 Pharmacology and Pathophysiology	3
NURS 0310 Basic Skills	1	NURS 0320 Adult Health Nursing	5 (3:2)
NURS 0311 Pharmacology and Pathophysiology	3	NURS 0321 Psychiatric Mental Health Nursing	5 (3:2)
NURS 0316 Health Assessment	3 (2:1)	NURS 0403K Clinical Judgement	3
<b>Total</b>	<b>12</b>	<b>TOTAL</b>	<b>16</b>
SUMMER SEMESTER (3 of 5)			
NURS 0412 Nursing of the Childbearing Families	5 (3:2)	NURS 0419 Community Health Nursing	5 (3:2)
<b>Total 10 Credits</b>			
SENIOR			
FALL SEMESTER (4 of 5)		SPRING SEMESTER (5 of 5)	
NURS 0406 Evidence Based Practice	3	NURS 0409 Professional Practice	4
NURS 0405 Adult Health II	5 (3:2)	NURS 0411 Nursing Seminar II	1
NURS 0411a Nursing Seminar I	1	NURS 0420 Leadership and Management in Nursing	3
NURS 0414 Issues in Contemporary Nursing	2		
NURS 0418 Nursing of Children	5 (3:2)		
<b>TOTAL</b>	<b>16</b>	<b>TOTAL</b>	<b>8</b>

NOTE:

- „ All students are required to take a Nursing Elective
- e NURS 300 Success in Nursing is recommended for students to enhance basic math concepts related to dosage calculation and medical terminology.
- E Independent Study courses are offered for students who do not meet the benchmark for ATI Specialty Exams

r-

**SCHOOL OF NURSING AND ALLIED HEALTH DEPARTMENT  
OF NURSING**

**PROPOSED CURRICULUM (SPRING ADMISSION TO THE PROFESSIONAL PHASE)**

JUNIOR			
FALL SEMESTER		SPRING SEMESTER 1 of 5)	
Students who have not completed their pre-requisite courses will use the Fall semester to complete the requirements and apply for admission in the upcoming spring semester		<u>NURS 0316 (Health Assessment)</u>	<u>3 (2:1)</u>
		NURS 0311 (Pharmacotherapy & Pathophysiology I)	3
		<u>NURS 0309 (Foundations of Nursing)</u>	<u>5 (3:2)</u>
		<u>NURS 309L (Basic Skills)</u>	<u>1</u>
			12
	”	TOTAL	
SUMMER SEMESTER			
FREE			
SENIOR			
FALL SEMESTER (2 of 5)		SPRING SEMESTER (3 of 5)	
NURS 0320 (Adult Health Nursing I)	5 (3:2)	NURS 0405 (Adult Health II)	5 (3:2)
NURS 0314 (Pharmacotherapy & Pathophysiology If)	3	NURS 0418 (Nursing of Children)	5 (3:2)
NURS 0321 (Psychiatry/Mental Health Nursing)	5 (3:2)	NURS 0411A (Nursing Seminar I)	1
NURS 0403 (Elective)	3	NURS 406E (Evidenced Based Practice)	3
		NURS 0414 (Issues in Contemporary Nursing)	2
TOTAL	16	TOTAL	16
SUMMER SEMESTER (4 of 5)			
NURS 0412 (Nursing of the Childbearing Families)	5 (3:2)	NURS 0419 Community Health Nursing	5 (3:2)
TOTAL 10			

<b>FALL SEMESTER ( 5 of 5)</b>	
NURS 4118 (Nursing Seminar fl)	1
NURS 0409 (Professional Practice)	4
NURS 0420 (Leadership and Management in Nursing)	3
<b>TOTAL 8</b>	

**TOTAL NUMBER OF HOURS FOR NURSING: 62**

**APPENDIX C**  
TUSKEGEE UNIVERSITY: DEPARATMENT OF NURSING  
STUDENT HEALTH RECORD

**STUDENT NAME:** \_\_\_\_\_ **D.O.B.** \_\_\_\_\_ **DATE OF EXAM:** \_\_\_\_\_

Home Address: \_\_\_\_\_ Home Telephone #: \_\_\_\_\_

Emergency Contact: \_\_\_\_\_ Relationship: \_\_\_\_\_ Telephone #: \_\_\_\_\_

<b>HISTORY OF PREVIOUS ILLNESS</b>			<b>PHYSICAL EXAMINATION</b>					<b>IMMUNIZATIONS</b>		
	Circle	Date (s)	SEX: M F	<b>VITAL SIGNS</b>					Date	
Scarlet Fever	Y N		Ht:	B/P	T	P	R	TD(Within last 10 years) or Tdap		
Diphtheria	Y N		Wt:							
Chicken Pox	Y N		General Condition:					Varicella (Vaccine or Titer)	Titer Result:	
Measles	Y N								Titer Date:	
Whooping Cough	Y N								Vaccine:	#1
Mumps	Y N									#2
Rheumatic Fever	Y N		Skin:					MMR (Vaccine or Titer)	Titer Result:	
Tuberculosis	Y N		Eye:						Titer Date:	
Mental Disorder	Y N		Ears:						Vaccine:	#1
Dysmenorrhea	Y N		Nose:							#2
Other Illnesses : Y N	List:		Mouth:					Hepatitis B (Vaccine or Titer)	Titer Result:	
			Teeth:						Titer Date:	
			Throat:						Vaccine:	#1
Operations: Y N	List:		Thyroid:							#2
			Heart:							#3
			Lungs:							
Allergies: Y N	List:		Abdomen:					<b>TB SKIN TEST</b>	Date Given:	
			Extremities:						Date Read:	
			Vision:	R:	L:	Results:				
<b>Laboratory Examination</b>			Hearing:	R:	L:			CXR	Date:	
<i>Attach a copy of CBC &amp; Urinalysis.</i>							Results:			

**Physician/Provider:** \_\_\_\_\_ **Signature:** \_\_\_\_\_  
(Please Print)

**Address:** \_\_\_\_\_

**Telephone#:** \_\_\_\_\_

## APPENDIX D

**TUSKEGEE UNIVERSITY School  
of Nursing and Allied Health  
Department of Nursing**

I, \_\_\_\_\_ acknowledge that I have read the requirements for the Department of Nursing regarding disclosure of legal convictions and arrest for nursing students. My initials confirm my agreement with each statement. *(Place initials in the space as indicated)*

\_\_\_\_\_ I understand that clinical agencies may require background checks as a requirement to be eligible for clinical experiences. I also understand that I may not be able to participate in clinical activities due to my background check for arrest or convictions which could jeopardize the health and safety of patients, and results in dismissal from the Department of Nursing.

\_\_\_\_\_ I understand that it is a requirement for students enrolled in the Department of Nursing to provide a true and accurate, signed statement indicating any legal convictions including but not limited to legal misdemeanor convictions, felony convictions, sexual offender convictions or governmental sanctions.

\_\_\_\_\_ I understand that I have 24 hours to report any arrest to the Office of the Dean and that I will be unable to participate in clinical activities until such arrest have been resolved and sanctioned by the clinical agency.

\_\_\_\_\_ I understand that by signing this statement I declare that I have not been convicted of a misdemeanor crime within the last 7 years, convicted of a felony, convicted of a sexual offender crime, or sanctioned by the Office of the Inspector General.

\_\_\_\_\_ I have been convicted of a misdemeanor crime, felony, sexual offender crime, or sanctioned by the Office of the Inspector General within the last 7 years as listed below.

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Student Printed Name

---

Student Signature

---

Date



## APPENDIX E      FACULTY DIRECTORY

### Department of Nursing Faculty and Staff Roster

Interim Dean and Director of Nursing - Dr. Tracey Shannon  
Department Head – Mrs. Alveta V. Reese

BOCH ROOM #	FACULTY NAME	TITLE	TELEPHONE NUMBER	E-MAIL
RM201	Mrs. Tarver, Victoria	Records Clerk	337-727-8199	<a href="mailto:vtarver@tuskegee.edu">vtarver@tuskegee.edu</a>
RM202	Ms. Lakisha Heard	Academic Success Cord	334-727-8402	<a href="mailto:lheard@tuskegee.edu">lheard@tuskegee.edu</a>
<b>RM 209A</b>	<b>Dr. Tracey Shannon</b>	<b>Interim Dean</b>	<b>334-724-4382</b>	<a href="mailto:tshannon@tuskegee.edu">tshannon@tuskegee.edu</a>
RM 209	Ms. Debbie Parnell	Executive Assistant	334-727-8382	<a href="mailto:dparnell@tuskegee.edu">dparnell@tuskegee.edu</a>
RM 211	Dr. Cordelia Nnedu	Professor	334-727-8185	<a href="mailto:cnnedu@tuskegee.edu">cnnedu@tuskegee.edu</a>
RM 212	Dr. Marilyn Stanford-Davis	Assistant Professor	334-727-8194	<a href="mailto:mstanforddavis@tuskegee.edu">mstanforddavis@tuskegee.edu</a>
<b>RM 213</b>	<b>Mrs. Alveta Reese</b>	<b>Assistant Professor</b>	<b>334-727-8928</b>	<a href="mailto:areese@tuskegee.edu">areese@tuskegee.edu</a>
RM 214	Dr. Vera Davis	Adjunct Assistant Professor	334-727-8190	<a href="mailto:vdavis@tuskegee.edu">vdavis@tuskegee.edu</a>
RM 215	Dr. Nakesha Hill-Wilkes	Assistant Professor	334-727-8785	<a href="mailto:nhill@tuskegee.edu">nhill@tuskegee.edu</a>
RM 117	Dr. Jameka Calhoun	Assistant Professor	334-727-4578	<a href="mailto:jcalhoun@tuskegee.edu">jcalhoun@tuskegee.edu</a>
RM 114	Dr. Kim Mixon-Carter	Assistant Professor	334-727-8684	<a href="mailto:kmixoncarter@tuskegee.edu">kmixoncarter@tuskegee.edu</a>
RM 113	Dr. Christine Oliver-White	Assistant Professor	334-727-4440	<a href="mailto:cwhiite2@tuskegee.edu">cwhiite2@tuskegee.edu</a>
RM 111	Dr. Thomas, Valarie	Adjunct Assistant Professor	334-727-8406	<a href="mailto:ythomas@tuskegee.edu">ythomas@tuskegee.edu</a>

**APPENDIX F      TUSKEGEE UNIVERSITY DEPARTMENT OF NURSING**  
**Nursing Student Release of Liability Form**

I, \_\_\_\_\_, have received printed information in  
the Student

(Please Print)

Handbook on Health Policies and Standard Precautions. I understand that I cannot  
hold Tuskegee University, its employees, any contracted clinical site, or persons  
providing learning experiences outside the classroom responsible for consequences I  
may suffer as a result of

\_\_\_\_\_  
(Reason or Condition)

Further, I recognize that the nursing profession inherently carries with it risks of  
being injured or exposed to pathogens even when all policies and procedures are  
adhered to. In the event I am injured or exposed under these conditions, I release  
Tuskegee University and its employees from all responsibility, liability, and costs  
incurred during my diagnosis, treatment, and the period of recovery. I understand  
that the School of Nursing strongly recommends that all students carry private health  
insurance to cover any health or injury needs that may occur.

And further, I am aware that Tuskegee University, contracted clinical sites, and  
persons/agencies providing learning experiences outside the classroom do not  
provide any Workman's Compensation coverage to students and that I do not qualify  
for Workman's Compensation insurance coverage should I be injured.

Further, I agree to abide by all current OSHA safety regulations, clinical agency  
infection control measures, and School of Nursing Health and Safety Policies to the  
best of my abilities.

I acknowledge the existence of and state I have reviewed and understand the above.  
This acknowledgment and waiver is effective upon my signing and remains in effect  
during my status as a student.

**Student Signature** \_\_\_\_\_

\_\_\_\_\_ **Date**

**Faculty Signature (Witness)** \_\_\_\_\_

\_\_\_\_\_ **Date**

\_\_\_\_\_  
**Dean Signature**

\_\_\_\_\_  
**Date**

**APPENDIX G Pre-Nursing Admission Requirements:**

- ☐ Meets the general requirements for admission to the University ☐
- ☐ Graduate from high school with a cumulative grade point average (CGPA) or 3.00 or above on a 4.00 scale. ☐
- ☐ Score 1000 or above on the Scholastic Aptitude Test (SAT) or its equivalent on the American College Test (ACT) 21
- ☐ Completion of one (1) unit of biology, one (1) unit of Chemistry or courses with other titles that are comparable, two (2) units of high school mathematics (one must include algebra). *A grade of "C" or above must be earned in these courses.*
- ☐ Meet the general requirements for admission to the University

**For an application contact:**

The Office of Admission  
 Tuskegee University  
 Tuskegee, AL 36088  
 (334) 727-8500 or 1(800) 622-6531  
 E-mail: [admissions@tuskegee.edu](mailto:admissions@tuskegee.edu)

**Upper Division (Professional Phase) Admission Requirements:**

1. Have an earned CGPA of 3.00 on a 4.00 scale.
2. Earn a "C" grade or better in the pre-professional phase courses.
3. Satisfactorily complete the English Proficiency Examination (EPE) as required by the University.
4. Achieve a score of 80% or above on the Test of Essential Academic Skills (TEAS).  
*The Test of Essential Academic Skills is distributed by Assessment Technologies Institute, Inc. (ATI). A study guide and information about locations of examination sites may be obtained from [www.atitesting.com](http://www.atitesting.com).*
5. Successfully complete the Tuskegee Orientation requirements.
6. Submit an application to the Department of Nursing, Room 201, Basil O'Connor Hall.

Students are admitted to the Professional Phase in the Spring and Fall Semesters. Applications must be submitted by October 15<sup>th</sup> and June 1<sup>st</sup>, respectively.

**Transfer students:**

Students who wish to enter Tuskegee University Department of Nursing from other colleges or universities must be eligible to re-enter the institution last attended, and have a cumulative grade point average of 3.0 or above on a 4.00 scale, ACT- 21, and SAT- 1000. Credit for courses successfully completed with a grade of "C" or better may be applied toward fulfilling general educational requirements. Nursing courses are not transferable, except those approved by Articulation Agreements.

**For more information about the nursing program contact:**

Tuskegee University  
 Department of Nursing  
 209 Basil O'Connor Hall  
 Tuskegee, AL 36088  
 (334) 727-8382

**Visit our Web site:** [www.tuskegee.edu/nursing](http://www.tuskegee.edu/nursing) Tuskegee University's Department of Nursing is approved by the Alabama State Board of Nursing, 770 Washington Ave., Montgomery, AL 36130, and fully accredited by the Accreditation Commission for Education in Nursing (ACEN), 3390 Peachtree Road NE, Suite 1400, Atlanta, GA 30326.

## APPENDIX H COURSE DESCRIPTIONS

### COURSE DESCRIPTIONS

**NURS 0214. INTRODUCTION TO PROFESSIONAL NURSING.** (Lecture 1) 2 credits

This course is designed for freshman and sophomores with a declared interest in nursing. The activities are designed to facilitate retention and progression of pre-nursing students through interventions to enhance academic and professional development. The course will emphasize advisement, mentoring, increased faculty/student interaction and support, development of academic success skills, engaging and mastering the academic environment of higher education, and engagement in service learning activities related to healthcare and wellness. The expected outcome is a seamless transition from the pre-professional to the professional phase of nursing. *Prerequisites: Declared nursing major.*

**NURS 0300. STUDENT SUCCESS IN NURSING:MEDICAL MATHEMATICS AND TERMINOLOGY.** (Lecture 3) 3 credits

This course emphasizes the basic knowledge and concepts of mathematics and medical terminology to generate a foundational level of competency essential to dosage calculations and safe medication administration. Learning activities include a comprehensive review of mathematical principles key to medication dosage calculations and administration by a variety of routes. *Prerequisites: Admission to the Professional Phase of Nursing.*

**NURS 0309. FOUNDATIONS OF NURSING.** (Lecture 3; Lab 6) 5 credits

This course introduces the student to the concepts of communication, the nurse's role and responsibilities, information technology, clinical reasoning, safety, evidence based practice, professionalism and cultural diversity in the provision of care for individuals to meet basic human needs. *Prerequisites: Admission to the Professional Phase of Nursing.*

**NURS 0310 BASIC SKILLS** (Lab 3) 1 credit

This course provides the students with knowledge and practical application of basic nursing skills while incorporating concepts learned in NURS 0309. Students learn and practice skills in personal care, patient safety, physical assessment, comfort measures, documentation, and oral medication administration. There is major emphasis on the critical elements of nursing procedures and the scientific rationale for performing the procedures correctly.

**NURS 0311. PATHOPHYSIOLOGY/ PHARMACOLOGY I.** (Lecture 3) 3 credits

This course is the first part of a comprehensive study of human pathophysiology and pharmacology appropriate to the professional nursing role. The course uses General System Theory to analyze and apply pathophysiologic and Patho-pharmacologic process to the care and promotion of wellness across the lifespan. Major drug classes and prototypical drugs are presented with specific application to nursing care within the nursing process. . *Prerequisites: Admission to the Professional Phase of Nursing.*

**NURS 0314. NURSING PROCESS RELATED TO PHARMACOLOGY.** (Lecture 3) 3 credits

Part II of a comprehensive study of human pathophysiology and the application of pharmacology appropriate to the professional nursing role and builds on the acquired knowledge from NURS 0311. Students will demonstrate a cumulative knowledge of the application of the application of pathophysiologic and pharmacologic processes to the care and promotion of health and wellness across the Lifespan. Major drug classes and prototypical drugs are presented with specific application to nursing care within the nursing process. *Prerequisites: NURS 0309, NURS 0310, NURS 0311, NURS 0316*

**NURS 0316. HEALTH ASSESSMENT** (Lecture 2: Lab 3) 3 credits

Introduces students to concepts of therapeutic communication, physical and psychological assessment skills and techniques, interpersonal relationships, and the use of critical thinking and the nursing process in the management of care. Classroom, media, Simulation, and skills laboratories are used for learning experiences. Knowledge and skills in this course are focused throughout the lifespan. *Prerequisites: Admission to the professional phase of nursing*

**NURS 0320. ADULT HEALTH NURSING I.** (Lecture 3; Lab 6) 5 credits

This course focuses on communication, the nurse's role and responsibilities, information technology, clinical reasoning, safety, evidence-based practice, professionalism, and cultural diversity in promoting health and caring for adult clients with actual or potential health alterations. *Prerequisite: NURS 0309, NURS 0310, NURS 0311, NURS 316*

**NURS 0321. PSYCHIATRIC/MENTAL HEALTH NURSING.** (Lecture 3; Lab 6) 5 credits

This course focuses on communication, the nurse's role and responsibilities, information technology, clinical reasoning, safety, evidence-based practice, professionalism, and cultural diversity in the promotion of mental health and caring for clients with mental health alterations. *Prerequisite: NURS 0309, NURS 311, NURS 0316, NURS 0310*

**NURS 403A. GUIDED ELECTIVE IN ADULT HEALTH NURSING.** (Lecture 3; and/or Lab 3-6) 3 credits

A didactic and/or clinical course that will allow students to pursue a topic more intensely that focuses on care of the adult client. Enables students to contract with a faculty member whose background, interests, and time allow direction of in-depth study. The student and faculty will jointly develop the learning contract. Study contract must be signed by the Associate Dean. *Prerequisite: NURS 309; Faculty Approval.*

**NURS 403B. GUIDED ELECTIVE IN PSYCHIATRIC/MENTAL HEALTH NURSING.** (Lecture 3; and/or Lab 3-6) 3 credits A didactic and/or clinical course that will allow students to pursue a topic more intensely that focuses on care of the mental health client. Enables students to contract with a faculty member whose background, interests, and time allow direction of in-depth study. The student and faculty will jointly develop the learning contract. Study contract must be signed by the Associate Dean. *Prerequisite: NURS 309; Faculty Approval.*

**NURS 403C. GUIDED ELECTIVE IN MATERNAL-NEWBORN NURSING.** (Lecture 3; and/or Lab 3-6) 3credits

A didactic and/or clinical course that will allow students to pursue a topic more intensely that focuses on care of the childbearing families. Enables students to contract with a faculty member whose background, interests, and time allow direction of in-depth study. The student and faculty will jointly develop the learning contract. Study contract must be signed by the Associate Dean. *Prerequisite: NURS 309; Faculty Approval.*

**NURS 403D. GUIDED ELECTIVE IN PEDIATRIC NURSING.** (Lecture 3; and/or Lab 3-6) 3 credits

A didactic and/or clinical course that will allow students to pursue a topic more intensely that focuses on care of the pediatric client and families. Enables students to contract with a faculty member whose background, interests, and time allow direction of in-depth study. The student and faculty will jointly develop the learning contract. Study contract must be signed by the Associate Dean. *Prerequisite: NURS 309; Faculty Approval.*

**NURS 403E. GUIDED ELECTIVE IN COMMUNITY HEALTH NURSING.** (Lecture 3; and/or Lab 3-6) 3 credits A didactic and/or clinical course that will allow students to pursue a topic more intensely that focuses on care of the community. Enables students to contract with a faculty member whose background, interests, and time allow direction of in-depth study. The student and faculty will jointly develop the learning contract. Study contract must be signed by the Associate Dean. *Prerequisite: NURS 309; Faculty Approval.*

**NURS 403H. HONORS INDEPENDENT STUDY. *Research/Clinical*** (Lecture 3; and/or Lab 3-9) 3credits

A didactic and/or clinical course that will allow students to pursue a topic more intensely that focuses on developing a clinical problem and methodology to enhance the practice of professional nursing or exploring political factors impacting change and policymaking in health care. Enables students to contract with a faculty member whose background, interests, and time allow the direction of in-depth study. The student and faculty will jointly develop the learning contract. Study contract must be signed by the Associate Dean. *Prerequisite: GPA of  $\geq 3.0$  in Nursing Courses; NURS 406; Faculty Approval.*

**NURS 403I INDEPENDENT STUDY (Lecture 1-4) 1-4 credits** A didactic independent study course that will allow students to strengthen their academic performance in a nursing specialty area to enhance their application and matriculation of key concepts and principles of the specialty area. Their previous standardized exam scores in the content mastery series will guide the individual student learning outcomes for each student. Pre requisites *NURS 0310, NURS 0311, NURS 0309, NURS 0316, Co-requisite NURS 0320*

**NURS 403K CLINICAL DECISIONS AND JUDGEMENT** (Lecture 3) 3 credits

This course allows students to pursue a topic more intensely that focuses on care of the adult client. Enables students to contract with a faculty member whose background, interests, and time allow direction of in-depth study *Pre requisite NURS 0310, NURS 0311, NURS 0309, NURS 0316, Co-requisite NURS 0320*

**NURS 0405. ADULT HEALTH II** (Lecture 3; Lab 6) 5 credits

This course focuses on communication, the nurse's role and responsibilities, information technology, clinical reasoning, safety, evidence based practice, professionalism and cultural diversity in the promotion of health and caring for adult clients with acute and complex health alterations. *Prerequisite: NURS 0309, NURS 0310, NURS 0311, NURS 0316, NURS 0314, NURS 320, NURS 0321, NURS 0403K,*

**NURS 0406 E. EVIDENCE BASED PRACTICE .** (Lecture 3) 3 credits

This course is designed to introduce the student to evidence-based nursing practice (EBP). The foundations of EBP are explored including search strategies, research critique, and applications of research findings in practice settings. Synthesis and evaluation of evidence using various models will be discussed. Pre requisites : *NURS 0309, NURS 0310, NURS 0311, NURS 0316, NURS 0314, NURS 320, NURS 0321, NURS 0403K,*

**NURS 0409 PROFESSIONAL PRACTICE** ( Lab 200 clock hours) 4 credits

Provide students with the opportunity to synthesize concepts and skills in a selected clinical setting. Leadership roles are emphasized through structured clinical learning experiences. Learning is facilitated through a selected clinical role model serving as a preceptor to the students. Pre requisites: : *NURS 0309, NURS 0310, NURS 0311, NURS 0316, NURS 0314, NURS 320, NURS 0321, NURS 0403K, NURS 0405, NURS 0406E, NURS 0411A, NURS 0418, NURS 0412, NURS 0419, NURS 0414*

**NURS 0411 A. NURSING SEMINAR. I** (Lecture 1) 1 credits

This course focuses on synthesis of theories, concepts, and practices taught throughout the curriculum. The primary goals of this course are to prepare the student for the successful completion of the designated exit exam given at the end of N-411, and to prepare the student for the successful completion of the National Council Licensure Examination (NCLEX) to be taken upon graduation. Emphasis is placed on assessment of the student's ability to solve problems through critical analysis. *Prerequisites: NURS 0309, NURS 0310, NURS 0311, NURS 0316, NURS 0314, NURS 320, NURS 321; NURS 405; NURS 412; NURS 414; NURS 418.*

**NURS 0411 B. NURSING SEMINAR II.** (Lecture 1) 1 credits

This course is a continuation of NURS 0411 A and focuses on synthesis of theories, concepts, and practices taught throughout the curriculum. The primary goals of this course are to prepare the student for the successful completion of the designated exit exam given at the end of N-411, and to prepare the student for the successful completion of the National Council Licensure Examination (NCLEX) to be taken upon graduation. Emphasis is placed on assessment of the student's ability to solve problems through critical analysis. *Prerequisites: NURS 0309, NURS 0310, NURS 0311, NURS 0316, NURS 0314, NURS 320, NURS 0321, NURS 0403K, NURS 0405, NURS 0406E, NURS 0411A, NURS 0418, NURS 0412, NURS 0419 NURS 414;.*

**NURS 0412. NURSING OF THE CHILDBEARING FAMILY.** (Lecture 3; Lab 6) 5 credits

Study of women's health across the lifespan with an emphasis on maternity/newborn care. Employs a holistic approach to health promotion and intervention. It provides opportunity for students to utilize the nursing process and critical thinking skills in the provision of care to women and their families. Includes clinical learning experiences in a variety of settings. *Prerequisite: NURS 309; NURS 0310, NURS 0311, NURS 314; NURS 0316, NURS 320, NURS 0321*

**NURS 0414. ISSUES IN PROFESSIONAL NURSING.** (Lecture 2) 2 credits

This course provides an opportunity for the student to investigate in depth the issues and trends affecting the practice of professional nursing. *Prerequisites:* NURS 0309, NURS 0310, NURS 311, NURS 0314, NURS 0316, NURS 0320, NURS 0321

**NURS 0418. PEDIATRIC NURSING.** (Lecture 3; Lab 6) 5 credits

This course focuses on communication, the nurse's role and responsibilities, information technology, clinical reasoning, safety, evidence based practice, professionalism and cultural diversity in the promotion of health and caring for families and children with actual or potential health alterations. *Prerequisite:* NURS 309; NURS 0310, NURS 314; NURS 311, NURS 0316, NURS 0320, NURS 0321, NURS 0403K

**NURS 0419. COMMUNITY HEALTH NURSING.** (Lecture 3; Lab 6) 5 credits

This course focuses on communication, the nurse's role and responsibilities, information technology, clinical reasoning, safety, evidence based practice, professionalism and cultural diversity in the promotion of health and caring for families, groups, aggregates, and populations in community settings. *Prerequisites:* NURS 0309, NURS 0310, NURS 0311, NURS 0314, NURS 0316, NURS 0320, NURS 321;

**NURS 0420. LEADERSHIP, MANAGEMENT & PROFESSIONAL PRACTICE.** (Lecture 3) 3credits

This course focuses on the application of leadership and management concepts and theories; Interprofessional communication and collaboration; and evidence-based strategies and inquiry within the healthcare organization.

*Prerequisites:* NURS 0309, NURS 0310, NURS 0311, NURS 0316, NURS 0314, NURS 320, NURS 0321, NURS 0403K, NURS 0405, NURS 0406E, NURS 0411A, NURS 0418, NURS 0412, NURS 0419, NURS 0414



## STUDENT PROVISIONAL SHEET

Student:

ID#

Entry Date:

**Pre-professional Phase**

Course Name	1 <sup>st</sup> Semester	2 <sup>nd</sup> Semester	Summer Session	Credit Hours
Orientation 100				1
Orientation 101				1
English 101				3
English 102				3
English (200-300) Level 327				3
Physical Ed 113				1
Physical Ed 117				1
Math 107				4
Chemistry 221				3
Chemistry 223L				1
Anat & Physio 201				4
Anat & Physio 202				4
Psychology 270				3
Psychology 377				3
Humanities SPAN 101				2
Sociology 240				3
Philosophy 237/238 201				3
Nutrition 111				3
Microbiology 301/MBIO 208				3
Microbiology 303				1
History 103/210				3
History 104/211				3
Psychology Statistics 306/SOCI 300				3
CSCI Course or BUSN 351 CSCI 100				3
TEAS	Complete			P/F
English Prof. Exam ( <i>Date Satisfied</i> )				P/F

COMMENTS:

CGPA

Student Signature:

Date:

Academic Advisor:

Date:

Assistant Director of Nursing:

Date:

Dean:

Date:

Student:

ID#

Entry Date:

**Professional Phase**

<b>Course Name</b>	<b>1<sup>st</sup> Semester</b>	<b>2<sup>nd</sup> Semester</b>	<b>Summer Session</b>	<b>Credit Hours</b>
<b>ENRICHMENT COURSE</b> (Does not count toward total program of study hours)				
<b>NURS 300 Enrichment Course</b>				<b>3</b>
<b>Nursing 0214</b>				<b>2/S</b>
<b>Nursing 309</b>				<b>5</b>
<b>Nursing 309L/310</b>				<b>1</b>
<b>Nursing 311</b>				<b>3</b>
<b>Nursing 314</b>				<b>3</b>
<b>Nursing 316</b>				<b>3</b>
<b>Nursing 320</b>				<b>5</b>
<b>Nursing 321</b>				<b>5</b>
<b>Nursing 405</b>				<b>5</b>
<b>Nursing 406/406E</b>				<b>3</b>
<b>Nursing 409</b>				<b>4</b>
<b>Nursing 411</b>				<b>2</b>
<b>Nursing 412</b>				<b>5</b>
<b>Nursing 414</b>				<b>2</b>
<b>Nursing 418</b>				<b>5</b>
<b>Nursing 419</b>				<b>5</b>
<b>Nursing 420</b>				<b>3</b>
<b>Nursing Elective: Only 3 credit hours required</b>				
<b>Nursing 403A</b>				<b>3</b>
<b>Nursing 403 I</b>				<b>3</b>
<b>Nursing 403K</b>				<b>3</b>

**COMMENTS:****Student Signature:****Date:****Academic Advisor:****Date:****Assistant Director of Nursing:****Date:****Dean:****Date:**

## **APPENDIX K**

### **APPENDIX K**

#### **TUSKEGEE UNIVERSITY Department of Nursing**

I, \_\_\_\_\_ have

received the Department of Nursing Handbook. I understand that I am responsible for abiding by the policies and procedures as outlined in the handbook.

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

\_\_\_\_\_  
Date

**APPENDIX L**

**STUDENT INSTRUCTIONS FOR TUSKEGEE UNIVERSITY**  
**DEPARTMENT OF NURSING**  
**CLINICAL REQUIREMENTS DOCUMENTS**  
Castlebranch.com

**Castlebranch** is a secure platform that allows you to order your background check online. Once you have placed your order, you may use your login to access additional features including document storage, portfolio builders and reference tools.

Castlebranch also allows you to upload any additional documents required by your school.

1. Go to <https://www.castlebranch.com/>
2. Chose place order
3. Enter TU20 package code and complete request
4. Enter TU20dt package code and complete

**Required Personal Information**

In addition to entering your full name and date of birth, you will be asked for your Social Security Number, current address, phone number and e-mail address.

**Drug Test (LabCorp) ANNUALLY**

Within 24-48 hours after you place your order, the electronic chain of custody form (echain) will be placed directly into your Castlebranch account. This echain will explain where you need to go to complete your drug test.

**Immunizations**

Document trackers **provide** secure online storage for all of your important documents. At the end of the online order process, you will be prompted to upload specific documents required by your school for immunization, medical or certification records.

**Payment Information**

At the end of the online order process, you will be prompted to enter your Visa or Mastercard information. Money orders are also accepted but will result in a \$10 fee and an additional turn-around-time.

Go to: [www.castlebranch.com](http://www.castlebranch.com) and click on place order then enter package code:

**TU20 – Background Check and Document Tracker**

**TU20dt – Drug Test Only**

You will then be directed to set up your **Castlebranch** account.

**View Your Results**

*Your results will be posted directly to your Castlebranch account. You will be notified if there is any missing information needed in order to process your order. Although 95% of background check results are completed within 3-5 business days, some results may take longer. Your order will show as “In Process” until it has been completed in its entirety. Your school's administrator can also securely view your results online with their unique username and password.*

**TB Skin Test**

-There must be documentation of one of the following:

- 1 Step TB Skin Test
- If the results are positive a clear Chest X-Ray is required. **Annually**

**Tetanus, Diphtheria & Pertussis (Tdap)/ Td**

-There must be documentation of a Tdap or Td booster within the past 10 years.

**Completed Primary DPT Series**

-Evidence of DPT should be submitted, but is not mandatory. If submitting, you must show documentation of at least 4 DPT vaccines.

**Varicella (Chicken Pox)**

-There must be documentation of one of the following:

- 2 vaccinations
- Positive antibody titer (lab report required)

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

-There must be documentation of one of the following:

- 2 vaccinations
- Positive antibody titers for all 3 components (lab reports required)

**Hepatitis B**

-There must be documentation of one of the following:

- 3 vaccinations
- Positive antibody titer (lab report required)

**Physical Examination ANNUALLY**

-You must download, print, and complete the 1-page Physical Examination Form and re-upload. **Annually**

**CPR Certification**

-Course must be either the American Heart Association Healthcare Provider Course OR the American Red Cross Healthcare Provider Course. Copy must be front and back of the card and the card **MUST** be signed.

**Professional Liability Annually**

-Must submit a copy of your current liability insurance coverage. Coverage limits must be \$1,000,000/\$6,000,000.

**Complete Blood Count (CBC)**

-Must submit a copy of your CBC (complete blood count) with the lab report.

**Urinalysis (UA)**

-Must submit a copy of your lab report with Urinalysis (UA) results.

**INFLUENZA VACCINE ANNUALLY**

- Must submit documentation of administration

**COVID VACCINE**

- Must submit vaccine card with documentation of required vaccine

If you need assistance, please contact **Castlebranch.com** at 888-723-4263 or <https://login.castlebranch.com/> a Student Support Representative will be available

**ACEMAPP REGISTRATION---** Go to [acemapp.com](https://acemapp.com) and create an account as a student affiliated with Tuskegee University Nursing