UPPER DIVISION BSN STUDENT HANDBOOK

Fall 2025 Cohort

"Therefore, whether you eat or drink, or whatever you do, do all to the glory of God." 1 Corinthians 10:31 NKJV

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Dear Students,

Welcome to the Faulkner University School of Nursing (SON) and the BSN Program! We are honored you have chosen nursing as your calling and Faulkner University as your academic home. Rooted in Christian values, our program is dedicated to excellence in nursing education, preparing skilled, compassionate, and ethical nurse leaders who serve with faith and integrity, particularly in underserved and rural communities.

At Faulkner, we embrace the Fundamentals of Care, ensuring holistic, evidence-based patient care through:

1. Building Trust – Demonstrating Christ-like compassion, empathy, and dignity in patient relationships.
2. Providing Essential Physical Care – Meeting fundamental needs like nutrition, hydration, mobility, and pain management.
3. Supporting Emotional & Spiritual Well-being – Recognizing the mental, emotional, and spiritual aspects of health.

Our BSN Program integrates advanced simulation technology, real-world clinical experiences, and a commitment to servant leadership. As a Faulkner BSN graduate, you will be prepared to serve as a competent nurse generalist, equipped to navigate the evolving healthcare landscape with faith and excellence.

Your journey will be rigorous but rewarding. The faculty, staff, and administration are here to support and guide you. Stay focused, dedicated, and prayerful, and make use of the mentorship, resources, and state-of-the-art learning environments available to you.

This handbook will help ease your transition into the BSN Program. Please review the BSN Student Handbook for detailed policies, and do not hesitate to reach out with any questions.

We look forward to walking this journey with you, helping you grow into a highly competent, compassionate nurse who serves with Christ-like love.

Welcome to the Faulkner University School of Nursing!

Sincerely,

Shellye Vardaman

Shellye Vardaman, PhD, RN, MEDSURG-BC, NEA-BC, CNE
Director, Faulkner University School of Nursing

GENERAL INFORMATION

Disclaimer

Policies and programs set forth in this handbook are effective for BSN students in the College of Health Sciences for the academic year 2025-2026. Students enrolled in the BSN program in the College of Health Sciences are bound by the Traditional Handbook as well. Changes in the content of this handbook may be made at any time by the university, division, or college administration. Adequate notice of anticipated changes will be given to the student, whenever possible. This student handbook supersedes all previous handbooks, documents, and directives where they may be in conflict. Please become familiar with the policies and procedures listed within. Failure to read this handbook does not excuse students from the rules, policies, and procedures contained in it.

Students are expected to be familiar with all regulations and policies that are published in the Faulkner Undergraduate catalog and student handbook available at https://www.faulkner.edu/wp-content/uploads/2025-2026-Student-Handbook.pdf. Keeping abreast of the school calendar, critical deadlines, and all university communications is also the student's responsibility. Faulkner University reserves the right to change the policies, procedures, rules, regulations, and information in this handbook at any time. Changes will be communicated either verbally or in writing and apply to both prospective students and those already enrolled.

This handbook is a general information publication only. This student handbook is not a contract and may not be deemed or construed as part of any contract between Faulkner University and any student or student representative. Faulkner University is an equal opportunity institution that complies with applicable law prohibiting unlawful discrimination in its educational and employment policies and does not unlawfully discriminate on the basis of race, color, national origin, sex, age, disability, genetic information, or veteran status in admission or access to, or treatment or employment in, its programs or services. Inquiries concerning Faulkner's nondiscrimination policy or applicable civil rights laws may be directed to the Vice President for Academic Affairs.

All student program policies apply to all BSN students. All faculty/administrative program policies apply to all SON faculty. All faculty/administrative program policies apply to the program director. The program affirms that some of its policies may be superseded by those of clinical sites, as applicable.

AGREEMENT BETWEEN FAULKNER UNIVERSITY AND STUDENTS

Enrollment for classes at Faulkner University constitutes the student's acceptance of the provisions of this Handbook. The agreement for educational services, room and board, and any other incidental goods and services involved in the education process between Faulkner and its students is made at Montgomery, Alabama, and is construed as a contract in accordance with the laws of Alabama.

Publicity and Image Use Policy

Faulkner University and its authorized agents have permission to use student images in photographic or video format for promotional and/or educational purposes. This includes but is

not limited to press releases; advertising in print, digital, and video formats; view books; yearbooks; digital view books; catalogs; CDs; DVDs; brochures; collateral; and the Worldwide Web.

Definition of Student

Student, for the purposes of this document, means any person who is registered for study in the Faulkner University SON BSN Program for the current academic period. A person shall be considered a student during any period that follows the end of an academic period in which the student has completed, until the last day for registration for the next succeeding academic period, or until fourteen calendar days have elapsed after the commencement of classes for the next succeeding academic period, whichever occurs first.

Policy Notification

BSN students will be informed of program policies and practices in multiple ways:

- Program policies are posted on the public website for prospective student review.
- Changes or addendums may be communicated via electronic means, such as via email and Canvas.
- During orientation, the student handbook and all policies will be discussed. Students will sign attestation of their intent to review the handbook in order to document their awareness of the policies and practices.

FAULKNER UNIVERSITY INFORMATION

Faulkner University has been a part of Montgomery, Alabama since 1942 when Dr. Rex Turner, Dr. Leonard Johnson and Joe Greer established Montgomery Bible College on a few acres on Ann Street. Their mission was to create an institution that provided preacher training and education based in God's Holy Word.

Over the years, the school continued to grow. It was renamed Alabama Christian College in 1953, and 11 years later the present property on the Atlanta Highway was purchased. In 1975, the college opened extended campuses in Birmingham, Huntsville and Mobile. The Thomas Goode Jones School of Law was acquired in 1983, and a year later the college was accredited as a four-year university.

In 1985, the college was renamed Faulkner University in honor of businessman and longtime supporter, trustee and chairman of the board, Dr. James Faulkner of Bay Minette, Ala. Dr. Faulkner served as mayor of Bay Minette from 1941 to 1943, and he was said to be the youngest mayor in America at that time. He was also a state senator and a two-time candidate for governor. In 1947, Dr. Faulkner partnered with Bill Stewart to purchase the Monroe Journal from A. C. Lee, Harper Lee's father.

The university is now home to six colleges: the College of Health Sciences, the Alabama Christian College of Arts and Sciences, the Harris College of Business and Executive Education, the V.P. Black College of Biblical Studies, the College of Education, and the Thomas Goode Jones School of Law. In the years since the college became Faulkner University, the campus's

physical plant has grown to include new buildings for classrooms and administration, new residence halls and apartments, a student multiplex, modern facilities for the football, soccer, baseball and softball programs. Major renovation of the Gus Nichols Library is in process and construction of the Health Science Center is ongoing. One thing that hasn't changed since our founding days is our mission to be a distinctively Christian university, where God's Word is taught and respected, and where students are encouraged to grow in intellect, character and service. Faulkner University is proud of its continuing role as a growing and dynamic part of the Montgomery community and the higher-education community throughout Alabama.

Accreditation

Faulkner University is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award degrees at the following levels: associate, baccalaureate, master, and doctorate. Degree-granting institutions also may offer credentials such as certificates and diplomas at approved degree levels. Questions about the accreditation of Faulkner University may be directed in writing to the Southern Association of Colleges and Schools Commission on Colleges at 1866 Southern Lane, Decatur, GA 30033-4097, by calling (404) 679-4500, or by using information available on SACSCOC's website (www.sacscoc.org).

Faulkner University Mission Statement

The mission of Faulkner University is to glorify God through education of the whole person, emphasizing integrity of character in a caring, Christian environment where every individual matters every day.

COLLEGE OF HEALTH SCIENCES INFORMATION

The College of Health Sciences (CHS), approved by the Board of Trustees in 2016, is a new and innovative initiative for Faulkner University. The college includes four departments: Speech Language Pathology, Physician Assistant, Physical Therapy, Occupational Therapy, and the School of Nursing. CHS offers multiple degree programs taught through an innovative educational model fusing the integration of faith and learning along with interprofessional education to prepare students to enter contemporary healthcare practice utilizing a team approach to meet the physical, emotional, and spiritual needs of patients in a holistic manner.

Mission of the College of Health Sciences

The mission of Faulkner University's College of Health Sciences (CHS) is to train competent and compassionate healthcare professionals who integrate current knowledge with best clinical practices to glorify God by being the hands and feet of Christ to the community.

College of Health Sciences Administration and Staff

Cassie Boyd, PharmD, Dean, College of Health Sciences
Holly Free, JD, Associate Dean, College of Health Sciences
Shaneka Mosely, MSM, Operations Manager, College of Health Sciences
Lindsay Wynn, BS, Simulation Lab Coordinator, College of Health Sciences

SCHOOL OF NURSING AND BSN PROGRAM INFORMATION

Approval

Faulkner University SON is approved by the Alabama Board of Nursing to offer the pre-licensure BSN program on the Montgomery campus.

Vision of the School of Nursing

Guided by biblical truth, the School of Nursing at Faulkner University aspires to be recognized as a dynamic, Christ-centered institution. We aim to foster academic excellence, spiritual growth, and a deep personal commitment to service. Our graduates will be equipped with the knowledge, skills, and moral foundation necessary to make a profound and lasting impact in the nursing field, their families, churches, and communities.

Mission of the School of Nursing

The mission of the School of Nursing at Faulkner University is to glorify God through the holistic education of future nurses. We are committed to nurturing integrity, character, and professional excellence in a compassionate, Christian environment where every individual matters every day. Our goal is to prepare nurses who are not only skilled in their profession but also dedicated to serving others with Christ-like compassion and ethical integrity.

School of Nursing Philosophy

The philosophy of the School of Nursing is consistent with the mission of Faulkner University and the College of Health Sciences. The BSN curriculum is designed to equip students with the knowledge, skills, and values needed for entry-level practice as registered nurses and to support progression to graduate-level nursing education. The SON faculty support the following core principles:

1. **Holistic Education**: We believe in educating the whole person, integrating rigorous academic training with spiritual and moral development. Our curriculum is designed to produce competent nurses who embody integrity, compassion, and professionalism.
2. **Christ-Centered Care**: Our nursing practice is rooted in Christian values, emphasizing the importance of treating each patient with dignity, respect, and love. We strive to emulate Christ's compassion in all our interactions, providing care that heals both body and spirit.
3. **Fundamental Care**: We capture the complexity and multidimensionality of nursing practice through practical, everyday actions of caring. This includes addressing the routine physical, psychosocial, and relational needs of patients. These elements are essential to meeting patients' unique caring and safety needs, ensuring meaningful encounters for both the nurse and the patient.

4. **Service and Leadership**: We encourage our students to pursue excellence not only in their clinical skills but also in their service to others. By fostering a spirit of servant leadership, we prepare our graduates to take on roles that influence and uplift their communities.

5. **Integrity and Character**: We emphasize the importance of strong moral character and ethical decision-making in nursing. Our students are taught to uphold the highest standards of honesty and integrity in all aspects of their professional and personal lives.

6. **Community and Support**: At Faulkner University, we create a nurturing and supportive environment where every individual feels valued. We believe that a strong community fosters personal growth and professional development, enabling our students to thrive.

7. **Global Impact**: We prepare our graduates to be globally minded, ready to make a positive impact in diverse healthcare settings around the world. Our vision is for our nurses to be recognized for their excellence and compassionate care wherever they serve.

By adhering to these principles, the School of Nursing at Faulkner University is committed to producing exceptional nurses who are not only proficient in their field but also exemplify the love and compassion of Christ in their everyday practice.

BSN Program Information

As health care demands across the country have increased, so has the demand for nurses. The College of Health Sciences, recognizing this increased need for providers, began to explore the addition of a nursing program to better serve the medical community. Through the vision of Faulkner University, the BSN program began development in the spring of 2024. The program accepted its inaugural class in the fall of 2025. The degree is divided into two parts: Lower Division and Upper Division. The Lower Division courses are comprised of the University's core curriculum and general education courses, as well as discipline-required pre-requisite courses. Students matriculate into the Upper Division following the completion of Lower Division requirements and an application process. The Upper Division is 4 semesters in length including both didactic and clinical courses. It is the goal of the University and faculty to provide students with educational and clinical experiences to become leaders in the nursing profession. After successful completion of the Upper Division courses, students will be eligible for graduation, enabling them to sit for the NCLEX-RN examination (National Council Licensure Examination for Registered Nurses), which is administered by the National Council of State Boards of Nursing (NCSBN).

BSN Program Faculty and Staff

Shellye A. Vardaman, PhD, RN, MEDSURG-BC, NEA-BC, CNE, Professor, Program Director
Leslie Painter, DNP, RNC, Associate Professor, Assistant Program Director
Rebekah Hays, MSN, RN, CHSE Assistant Professor, Director of Clinical Education
Ellen Justice, EdD, MSN, RN, ONC-R Associate Professor
Bethany Phelps, DNP, FNP-BC, Associate Professor
Lauren Boutwell, MSN, RN, Assistant Professor
Lindsay Walters, BSN, RN, Instructor, Clinical Skills Lab Coordinator

Rachel Settles, PharmD, Adjunct Faculty
Teresa Little, BBA, Administrative Coordinator
Crystal Bishop, MEd, Admissions Coordinator

BSN Program Competencies

The BSN program curriculum is organized to align with the *National League for Nursing's (NLN) Educational Competencies Model* (2010) for the Baccalaureate-prepared nurse. The NLN identifies core values which support integrating concepts embedded in the curriculum. The Faulkner University BSN program courses are thoughtfully designed to educate and transform students, integrating Christian values to guide the development of compassionate, skilled, and professional nurses.

NLN Competencies for Graduates of Baccalaureate Programs
Human Flourishing – Incorporate the knowledge and skills learned in didactic and clinical courses to help patients, families, and communities continually progress toward fulfillment of human capacities.
Nursing Judgment – Make judgments in practice, substantiated with evidence, that synthesize nursing science and knowledge from other disciplines in the provision of safe, quality care and promote the health or patients, families, and communities.
Professional Identity – Express one's identity as a nurse through actions that reflect integrity, a commitment to evidence-based practice, caring, advocacy, and safe, quality care for diverse patients, families, and communities and a willingness to provide leadership in improving care.
Spirit of Inquiry – Act as an evolving scholar who contributes to the development of the science of nursing practice by identifying questions in need of study, critiquing published research, and using available evidence as a foundation to propose creative, innovative, or evidence-based solutions to clinical practice problems.

The mission and expected outcomes of the BSN program are consistent with these professional nursing standards and guidelines. Additional guidelines used to support the nursing program are: American Nurses Association (2015) *Code of Ethics for Nurses* (https://www.nursingworld.org/practice-policy/nursing-excellence/ethics/code-of-ethics-for-nurses/), Quality and Safety Education for Nurses (QSEN) pre-licensure competencies (https://www.qsen.org/competencies/pre-licensure-ksas), and the International Learning Collaborative's (ILC) Fundamentals of Care Framework (https://ilccare.org/the-fundamentals-of-care-framework/).

BSN Program Outcomes

To fulfill our mission and achieve our vision, the BSN program has the following goals:

1. Prepare students to become clinicians with the knowledge, skills, and attitudes to competently manage diverse patient populations.
2. Instill an appreciation of and desire for lifelong learning.
3. Teach students to apply the principles of evidenced-based practice to every patient.
4. Train and graduate students with the knowledge and skills necessary to be successful on the NCLEX- RN examination.
5. Produce competent practitioners, as evidenced by an employment rate within one year of graduation above 90%.
6. Ensure student success, as evidenced by an on-time program completion rate of 70% or better.

BSN End-of-Program Student Learning Outcomes (EOPSLOs)

1. Support nursing practice with theoretical and empirical knowledge from various disciplines. [Human Flourishing]

2. Integrate principles of patient dignity, respect, and spirituality into all aspects of care delivery, ensuring culturally sensitive and holistic nursing practice. [Human Flourishing]

3. Demonstrate proficiency in assessing and addressing patients' physical, psychosocial, and relational needs throughout the care continuum in a socially and culturally diverse environment. [Nursing Judgment]

4. Utilize effective communication strategies to establish therapeutic relationships with patients, families, and interdisciplinary teams, acknowledging and respecting spiritual beliefs. [Human Flourishing]

5. Apply evidence-based practice to promote excellence in care and patient safety, including health promotion and clinical prevention while considering holistic dimensions of care for patients of all ages. [Spirit of Inquiry]

6. Utilize current technology in the provision of holistic nursing care. [Nursing Judgment]

7. Advocate for patient-centered care by respecting and incorporating patients' spiritual preferences, values, and beliefs into care planning and decision-making processes. [Professional Identity]

8. Formulate care practices that support continuity and coordination of care, emphasizing teamwork and collaboration to address physical, psychosocial, and relational aspects of patient care. [Nursing Judgment]

9. Evaluate current evidence and research to identify opportunities for improving quality, safety, and accessibility of care to improve healthcare delivery and health outcomes. [Spirit of Inquiry]

10. Exhibit strong moral character by displaying honesty and integrity in personal and professional behaviors, including the adherence to current legal and ethical professional nursing standards. [Professional Identity]

Curriculum Plan

Upper Division Plan of Study

Course #	Semester 5	Hours (16)
NUR 3211	Dosage Calculation and Medical Terminology in Nursing	2
NUR 3390	Introduction to Clinical Methods and Practicum	3
NUR 3310	Professional Nursing Concepts	3
NUR 3210	Professional Nursing Concepts Practicum	2
NUR 3112	Introduction to Pharmacology	1
NUR 3212	Healthcare Disparities	2
NUR 3311	Pathophysiology Across the Lifespan	3
Course #	**Semester 6**	**Hours (16)**
NUR 3220	Pharmacology in Clinical Nursing Practice	2
NUR 3321	Adult Health Nursing Concepts I	3
NUR 3221	Adult Health Nursing Concepts I Practicum	2
NUR 3323	Mental Health Nursing	3
NUR 3123	Mental Health Nursing Practicum	1
NUR 3322	Health Care Informatics for Nursing	3
NUR 3224	Evidence-Based Inquiry in Nursing Practice	2
Course #	**Semester 7**	**Hours (16)**
NUR 4230	Adult Health Nursing Concepts II	2
NUR 4231	Adult Health Nursing Concepts II Practicum	2

NUR 4330	Maternal/Infant Nursing Concepts	3
NUR 4130	Maternal/Infant Nursing Concepts Practicum	1
NUR 4331	Pediatric Nursing Concepts	3
NUR 4131	Pediatric Nursing Concepts Practicum	1
NUR 4132	Professional Role Seminar	1
NUR 4233	Leadership and Management Nursing Concepts	2
NUR 4133	Leadership and Management Nursing Concepts Practicum	1
Course #	**Semester 8**	**Hours (14)**
NUR 4342	Nursing in the Faith-Based Community	3
NUR 4242	Nursing in the Faith-Based Community Practicum	2
NUR 4341	Professional Nursing Preceptorship	3
NUR 4241	Professional Practice & Licensure Seminar	2
NUR 4340	Complex Nursing Concepts	3
NUR 4140	Complex Nursing Concepts Practicum	1
	Total Lower Division Hours	*64*
	Total Upper Division Hours	*62*
	Total Program Hours	**126**

Upper Division Course Descriptions

NUR 3211 Dosage Calculation and Medical Terminology in Nursing (2 Units) This course is designed to equip nursing students with the essential skills and knowledge required for accurate dosage calculation using the dimensional analysis method. The basis for structuring biomedical terminology is presented with applicable definitions and practice in the use of the vocabulary. Students will develop proficiency in converting between units of measurement, understanding medication orders, calculating dosages, and verifying dosage accuracy. Prerequisite: Admission to Upper Division.

NUR 3310 Professional Nursing Concepts (3 Units) This course explores fundamental concepts and principles that form the basis for professional nursing practice. Students must successfully complete all requirements of both didactic and clinical courses. Failure of one course will lead to a repeat of both the didactic and clinical courses. Prerequisite: Admission to Upper Division. Co-requisite: NUR 3210

NUR 3210 Professional Nursing Concepts I Practicum (2 Units) Concepts

related to nursing fundamentals and nursing care are integrated throughout the course. The campus laboratory and clinical settings will afford practical experience in application of the principles and skills taught in the didactic portion of this class. Students must successfully complete all requirements of both didactic and clinical courses. Failure of one course will lead to a repeat of both the didactic and clinical courses. Co-requisite: NUR 3310 Prerequisite or Co-requisite: NUR 3390.

NUR 3112 Introduction to Pharmacology (1 Unit) This course introduces the

pharmacologic principles and concepts which are essential for making sound pharmacotherapeutic decisions. This course covers pharmacokinetics, pharmacodynamics, drug metabolism, and pharmacogenetics, as well as an introduction to the general classification of medications. Prerequisite: Admission to Upper Division.

NUR 3311 Pathophysiology Across the Lifespan (3 Units) This course

introduces a holistic perspective of pathophysiological processes and the disruption in normal body function across the lifespan. Alterations in health are studied along with the associated clinical manifestations. Prerequisites: BIO 2393/2193; 2394/2194; 2352/2152

NUR 3212 Healthcare Disparities (2 Units) This course will examine theories and

interactions of race, ethnicity, gender, and multiculturalism. It will include historical, legal, social, and political aspects including current initiatives. Students will learn about health disparities and social determinants of health. Students will gain an understanding of how access to healthcare, community context, education, employment, economic stability, and transportation all affect one's health and wellness. Prerequisite: Admission to Upper Division.

NUR 3220 Pharmacology in Clinical Nursing Practice (2 Units) This course

introduces medications that affect specific body systems. Course topics include medication classes, actions, therapeutic and adverse effects of medications, and drug-drug/food-drug interactions, for commonly used medications. Students will apply the nursing process to the administration of pharmacologic therapy. Emphasis is placed on nursing responsibilities and client education related to pharmacologic therapy. Prerequisite: NUR 3112

NUR 3321 Adult Health Nursing Concepts I (3 Units) This course focuses on the

care of adult and older patients with health alterations that require medical and/or surgical intervention. Emphasis is placed on the care of patients with alterations in selected body systems: endocrine, immune/hematology, integumentary, gastrointestinal, musculoskeletal, and reproductive. Fluid, electrolytes, oncology, and perioperative concepts are addressed. Concepts of health promotion, health education, evidence-based practice, and interdisciplinary collaboration, patient centered care, cultural sensitivity, informatics, safe practice, and professionalism will be integrated throughout the course. Students must successfully complete all requirements of both didactic and clinical courses. Failure of one course will lead to a repeat of both the didactic and clinical courses. Prerequisite: NUR 3310, 3210, 3390 Co-requisite: NUR 3221

NUR 3221 Adult Health Nursing Concepts I Practicum (2 Units) This course

will introduce sterile technique and medication administration in the laboratory, simulation, and

clinical settings. Clinical and simulated experiences provide the student an opportunity to apply theoretical concepts and implement safe patient care to adults and older adults in a variety of settings. Students must successfully complete all requirements of both didactic and clinical courses. Failure of one course will lead to a repeat of both the didactic and clinical courses. Co-requisite: NUR 3321 Co-requisite: NUR 3321 Co-requisite or Prerequisite: NUR 3320

NUR 3323 Mental Health Nursing (3 Units) This course provides an overview of the

underlying concepts, theories, and management functions essential to professional mental health nursing practice with emphasis on intervention, treatment, and prevention strategies. Areas of emphasis include physical and mental illness, community health and prevention, as well as issues related to the rehabilitation process. Topics may include stress, pain management, substance use and abuse, chronic and terminal disease, and behavioral strategies for intervention. Students must successfully complete all requirements of both didactic and clinical courses. Failure of one course will lead to a repeat of both the didactic and clinical courses. Pre-requisites: NUR 3211, NUR 3390, NUR 3310, NUR 3311. Co-requisite: NUR 3123. Co-requisite or Prerequisite: NUR 3320

NUR 3123 Mental Health Nursing Practicum (1 Unit) This course provides

students with the opportunity to clinically apply mental health concepts and theories with an emphasis on intervention, treatment, and prevention strategies. Students must successfully complete all requirements of both didactic and clinical courses. Failure of one course will lead to a repeat of both the didactic and clinical courses. Co-requisite: NUR 3323

NUR 3322 Healthcare Informatics for Nursing (3 Units) Provides a foundation

for the study of health-related information and its utilization through technology. The course focuses on utilization of computers in health care education, practice, research, and administration with emphasis on nursing applications. Ethical implications involved in the use of information technology are emphasized. The use of technology to deliver distant patient care is a focal point. Tools for online scholarly research, digital presentation, and publishing will be presented. Course focus is the application of technology skills in health science fields. Pre-requisites: NUR 3310, NUR 3210, NUR 3390.

NUR 3224 Evidence-Based Inquiry in Nursing Practice (2 Units) This course

introduces the basic concepts of behavioral/social science research and statistical methods used in the field of nursing. This course will explain the data-gathering process, sampling procedures, and various statistical tests routinely performed on health science data. The student will be prepared to evaluate reports and journal articles and to recognize emerging theories in the nursing field. Students will learn principles of ethics and validity in the design, conducting, and presenting of research including correct formatting of research reports and papers in APA format. Pre-requisites: NUR 3310, NUR 3210, NUR 3390.

NUR 3390 Introduction to Clinical Methods & Practicum (3 Units) This

course prepares the novice nursing student in the development of health assessment skills required for culturally diverse individuals of all ages. The experience may include assessment, report writing, and patient counseling necessary for critical thinking in professional nursing practice. Includes 1 credit hour per week with the instructor on principles/methods of prevention, assessment, EBP, ethical issues, and multilingual/multicultural concerns. Requires demonstration

of effective communication and performance of health assessment skills consistent with best practices. This includes an introductory clinical experience at the university clinical center and/or simulated/practice laboratories. Co-requisite: NUR 3310, NUR 3210. Co-requisites or Pre-requisites: NUR 3211, NUR 3112, NUR 3311.

NUR 4230 Adult Health Nursing Concepts II (2 Units)
This course focuses on the care of adult and older patients with health alterations that require medical and/or surgical intervention. Emphasis is placed on the nursing care of patients with alterations in selected body systems: cardiovascular, respiratory, renal/urinary, and neurosensory. Management of acid-base disorders will also be addressed. Concepts of health promotion, health education, evidence-based practice, and interdisciplinary collaboration, patient centered care, cultural sensitivity, informatics, safe practice, and professionalism will be integrated throughout the course. Students must successfully complete all requirements of both didactic and clinical courses. Failure of one course will lead to a repeat of both the didactic and clinical courses. Prerequisite: NUR 3321, NUR 3323 Co-requisite: NUR 4231

NUR 4231 Adult Health Nursing Concepts II Practicum (2 Units)
Clinical experiences provide the student an opportunity to apply theoretical concepts and implement safe patient care to adults and older adults in a variety of settings. Students must successfully complete all requirements of both didactic and clinical courses. Failure of one course will lead to a repeat of both the didactic and clinical courses. Prerequisite: NUR 3320, NUR 3221, NUR 3123 Co-requisite: NUR 4230

NUR 4330 Maternal/Infant Nursing Concepts (3 Units)
This course provides an integrative, family-centered approach to the care of women, mothers, and newborns. Emphasis is placed on normal and high-risk pregnancies, normal growth and development, family dynamics, common newborn disorders and the promotion of healthy behaviors in patients. Students must successfully complete all requirements of both didactic and clinical courses. Failure of one course will lead to a repeat of both the didactic and clinical courses. Prerequisite: NUR 3321, NUR 3323 Co-requisite: NUR 4130

NUR 4130 Maternal/Infant Nursing Concepts Practicum (1 Unit)
Clinical experiences provide the student an opportunity to apply theoretical concepts and implement safe patient care to women, mothers, and newborns. Students must successfully complete all requirements of both didactic and clinical courses. Failure of one course will lead to a repeat of both the didactic and clinical courses. Prerequisite: NUR 3320, NUR 3221, NUR 3123 Co-requisite: NUR 4330

NUR 4331 Pediatric Nursing Concepts (3 Units)
This course integrates essential principles of pediatric nursing including psychomotor development to equip nursing students with the knowledge and skills necessary for providing holistic care to pediatric patients. This comprehensive course delves into the study of learning theory, developmental processes, and acquisition of motor skills, while also exploring topics such as perception, growth, and motivation. It examines physical, emotional, and intellectual development from childhood through adolescence, emphasizing the critical role of nurses in assisting the family unit with intervention, treatment, and prevention strategies during childrearing. Students must successfully

complete all requirements of both didactic and clinical courses. Failure of one course will lead to a repeat of both the didactic and clinical courses. Pre-requisites: NUR 3321, NUR 3323 Co-requisite: NUR 4131

NUR 4131 Pediatric Nursing Concepts Practicum (1 Unit)
This course provides students with the opportunity to apply pediatric nursing concepts and theories with an emphasis on intervention, treatment, and prevention strategies. Students must successfully complete all requirements of both didactic and clinical courses. Failure of one course will lead to a repeat of both the didactic and clinical courses. Prerequisites: NUR 3320, NUR 3221, NUR 3123. Co-requisite: NUR 4331

NUR 4132 Professional Role Seminar (1 Unit)
This seminar will explore topics relevant to the study and practice of nursing. It is designed to better prepare students for a career and/or graduate studies in nursing, to integrate nursing with service to others, and to integrate a Christian worldview with the practice of nursing. Specific topics and focus may vary. Pre-requisites: NUR 3320, NUR 3321, NUR 3323

NUR 4233 Leadership & Management Nursing Concepts (2 Units)
This course is intended to survey the concepts of supervision and provide a perspective on the supervisory process as it pertains to nursing. Leadership, delegation, motivation, and conflict resolution are discussion components of this course. Management topics in the context of the healthcare/nursing industry will be discussed. Organizational design, healthcare leadership, and the future of healthcare are components of this course. Learning is facilitated by discussion and interaction of practical situations relevant to supervision methods and techniques. Prerequisites: NUR 3320, NUR 3321, NUR 3323 Co-requisite: NUR 4331, NUR 4330, NUR 4230, NUR 4133

NUR 4133 Leadership & Management Nursing Concepts Practicum (1 Unit)
This course provides students with the opportunity to apply concepts of supervision and delegation in a practice environment. Students must successfully complete all requirements of both didactic and clinical courses. Failure of one course will lead to a repeat of both the didactic and clinical courses. Co-requisite: NUR 4233

NUR 4342 Nursing in the Faith-Based Community (3 Units)
Through a blend of theoretical exploration and practical methodologies, nursing students will gain a comprehensive foundation essential for effective faith-based community nursing practice. This course provides a theoretical framework for the understanding of the ethical, sociological, organizational, political, and legal components of community risk reduction. This course examines concepts and principles of community risk assessment, planning and response to natural and human-caused disasters, training and preparedness, mass casualty incidents, and disaster mitigation for individuals, families, communities, and populations. Students must successfully complete all requirements of both didactic and clinical courses. Failure of one course will lead to a repeat of both the didactic and clinical courses. Prerequisite: NUR 4230, NUR 4330, NUR 4331. Co-requisite: NUR 4242

NUR 4242 Nursing in the Faith-Based Community Practicum (2 Units)
Application of concepts will extend to specific systems, including organizations, teams, families, communities, society, and various social groups, culminating in a comprehensive understanding

of social dynamics, cultural influences, and familial structures pertinent to faith-based community health. Students will develop a comprehensive community risk-reduction plan. Students must successfully complete all requirements of both didactic and clinical courses. Failure of one course will lead to a repeat of both the didactic and clinical courses. Prerequisite: NUR 4233. Co-requisite: NUR 4342

NUR 4341 Professional Nursing Preceptorship (3 Units) This course consists of a supervised preceptorship designed to provide students the opportunity to gain practical experience as a baccalaureate-prepared registered nurse at an appropriate local facility. Prerequisite: NUR 4231, NUR 4130, NUR 4131. Co-requisite: NUR 4241

NUR 4241 Professional Practice & Licensure Seminar (2 Units) Current issues in nursing, preceptorship resources, and finding employment in nursing. The completion of licensure examination preparation material is the center of the course activities. Concurrent enrollment in NUR4241 is required for candidates enrolling for the preceptorship and is open only to them. Prerequisite: NUR 4132, NUR 4233. Co-requisite: NUR 4341

NUR 4340 Complex Nursing Concepts (3 Units) This course focuses on advanced knowledge that moves beyond fundamental techniques in the provision of care for patients within the critical care environment. This course is designed to give students the opportunity to explore critical care nursing and the role of the nurse in meeting the different needs of critically ill patients with various acute and life-threatening conditions. Students must successfully complete all requirements of both didactic and clinical courses. Failure of one course will lead to a repeat of both the didactic and clinical courses. Prerequisite: NUR 4230, NUR 4330, NUR 4331. Co-requisite: NUR 4140

NUR 4140 Complex Nursing Concepts Practicum (1 Unit) Knowledge developed through the didactic course will enable students to collaborate in the provision of a comprehensive management to patients who are admitted to the critical care settings and their families and to identify the major system organ alterations that nurses frequently encounter in critical illnesses. Critical thinking and problem solving is emphasized in assessment and prioritizing patient's needs and nursing interventions. Students must successfully complete all requirements of both didactic and clinical courses. Failure of one course will lead to a repeat of both the didactic and clinical courses. Prerequisite: NUR 4132, NUR 4233. Co-requisite: NUR 4340

ADMINISTRATIVE POLICIES

Academic Calendar

All dates that are related to registration, payments of tuition and fees, drop or withdrawal dates, school holidays, and other important dates are available on the Faulkner University website, https://www.faulkner.edu/academic-resources/academic-calendar/ .

Address Change/Changes of Information

Students are responsible for maintaining current and accurate local and permanent addresses. Any changes of address should be communicated to the Registrar's office through their website: https://www.faulkner.edu/forms/registrar-change-of-information-form/. Students in the BSN program are responsible for informing the Nursing Admissions Coordinator and Administrative Coordinator of any changes in address or information.

Alcohol, Illegal Drugs, Tobacco, and Vaping

Faulkner University is an alcohol, illegal drug and tobacco free environment. The use, possession, distribution, or transfer of alcohol on campus or any underage drinking (on or off campus) may result in counseling and/or discipline, including suspension. A student found in violation of this policy will be subject to appropriate sanctions. Faulkner University students represent the university on and off campus. This opportunity at university is a time to focus on educational and life skill goals by continuing to practice daily the control required as students to face the challenges the world will bring. Students who misrepresent the university with regard to alcohol use and misuse may face sanctions as the university attempts to instill appropriate decision-making skills, specifically with regard to alcohol, drug and tobacco use.

Students who return to campus intoxicated or when there is suspicion of intoxication (as determined by Faulkner Campus Safety and Police Officers or Student Life Staff) may be subject to alcohol screening and disciplinary action. Subsequent offenses may result in dismissal. For students with proven history and/or suspension for any alcohol related offense, rehabilitation therapy (at the student's expense) and alcohol screening may be required and as a condition for enrollment or re-enrollment. Refusal to be screened may result in suspension and possible dismissal.

The use, possession, distribution, or transfer of illegal drugs may result in suspension and possible dismissal. This includes misuse of any chemical substance or prescription drugs. For students with proven history and/or suspension for any drug related offense, rehabilitation therapy (at the student's expense) and drug screening may be required and also may be a condition for enrollment or re-enrollment. Refusal to take this test may result in suspension and possible dismissal.

The University upholds local, state and federal laws about possession, use, and distribution of illegal drugs and/or drug paraphernalia. Offenses involving on-campus possession, use, or distribution of illegal drugs and controlled substances may be referred to the Faulkner University Police Department for investigation and possible filing of applicable criminal charges.

The use of illegal drugs and the abuse of alcohol also present major health risks, including addiction, acute and chronic illness, and death. Drug and alcohol information, referral, counseling treatment and rehabilitation programs are available through a variety of on- and off-campus initiatives. Students may obtain further information by contacting the Student Life Office/Counseling Center.

Suspicion of student drug abuse or on-campus alcohol use or possession may result in a residence hall room or vehicle search and confiscation of any drug/alcohol and/or drug/alcohol containers

and paraphernalia found herein. The presence of any drug/alcohol, drug/alcohol paraphernalia and/or containers found are indicators of use/possession, and will be treated as such.

Additionally, the unauthorized use, possession, distribution or transfer of illegal drugs and alcohol may result in arrest, misdemeanor, or felony convictions, and long prison terms.

Use of tobacco in any form (i.e. smoking, chewing or e-cigarettes/vaping) on campus or at any university– sponsored function off-campus is prohibited and may result in discipline. Students who use tobacco are strongly encouraged to stop and may receive cessation referral information from the Student Life Office/Counseling Center. Students should be aware they may be held responsible for the actions of any of their visitors or guests.

The clinical environment is an extension of the classroom. Thus, students must follow this policy when engaging in clinical experiences on or off campus. If there is a discrepancy between policies of the clinical agency and Faulkner University, stricter policies will be enforced.

Drug Testing Policy

Students suspected of or reported to have been using illegal drugs or the misuse of controlled substances or chemicals, on or off campus, may be required to submit to drug testing. Drug testing may include a urine test and/or hair test. Failure to comply may result in further disciplinary action. Drug testing costs may be passed onto a student and posted to a student's account as a fine. Violations of the Drug Policy will be assessed the full range of disciplinary responses, and any student testing positive for any illegal drug or controlled substance, including steroids, may be suspended or dismissed from the university. Additionally, students may be randomly drug-tested any time at the discretion and cost of their respective program. Failure to comply may result in further disciplinary action.

Americans with Disabilities Act

The Center for Accessibility serves as the central contact point for all students with disabilities at Faulkner University including Alabama Christian College of Arts and Sciences, College of Education, Harris College of Business, V. P. Black College of Biblical Studies, College of Health Sciences, Jones School of Law, and all extended campuses. Students are responsible for informing the University of their needs for services and accommodations. Contact the Center for Accessibility at 334-386-7185, 1-800-879-9816, x7185, email Nichole Fussell at nfussell@faulkner.edu, or visit https://www.faulkner.edu/academic-resources/center-for-disability-services/

Academic Integrity Policy

An academic institution rests on the principle that students will demonstrate integrity and honesty in the products/works developed or submitted. As a Christian institution, Faulkner emphasizes integrity of character in all situations, including academic settings. In order to prepare students for a successful career and a rewarding social and spiritual life, students must be introduced to the kind of professional censure for dishonesty they will meet in the workplace. Because education is a life-long developmental process, Faulkner seeks to instill values of honesty and integrity in every student by insisting upon the highest professional standards as part of the learning process. Because cheating can seem to produce immediate rewards, it can become a pattern of behavior that is counter-productive and corrosive to spiritual and professional development. Therefore, Faulkner expects the learning process to support spiritual and professional development through a commitment to academic honesty and integrity.

Academic Dishonesty

A key element of academic integrity is to honor the academic process of learning. Faulkner University considers the circumvention of the learning process by cheating, plagiarism, fabrication, or complicity in cheating or fabrication to be an act of academic misconduct with long-term detrimental effects. The following outline of the definition of terms and a general list of academic violations is given for clarity's sake and as an aid to guard against violating the code unintentionally. Faulkner University seeks to promote excellence and maintain an environment conducive for learning. Students are prohibited from engaging in or conspiring to engage in any form of academic dishonesty, including but not limited to cheating or plagiarism.

Cheating: The act of using or attempting to use materials, information, study aids, or unauthorized assistance for an academic activity. Cheating is a type of fraud and consists of acts such as giving and receiving assistance on a quiz, test, or exam; using notes or crib sheets during a quiz, test, or exam; or submitting the same paper for more than one course. Cheating also includes acts such as taking an exam or writing a paper for another student.

Plagiarism: The act of intentionally or knowingly representing the words or ideas of another as one's own work in any academic assignment.

Fabrication: The act of falsification of any information in an academic activity. Fabrication includes acts such as falsifying data, misrepresenting work, or lying to protect a student committing an act of academic misconduct.

Complicity: The facilitation or assistance, intentionally or knowingly, in the act of cheating or fabrication by another.

The following includes many but not necessarily all of the specific practices under each of the above four categories that violate the Academic Integrity Policy:

Cheating:
• Receiving or giving unauthorized materials or aid to another student for class assignments or tests.
• Using unauthorized materials or aid in connection with assignments or tests.
• Giving, obtaining, soliciting or offering to provide any unauthorized assistance for class assignments or tests.
• Using any unauthorized electronic device during a test or class assignment (when inappropriate). Such electronic devices include cell phones, smart watches, tablets beepers, palm pilots, computers, and word processors.
• Observing the work of other students during in-class assignments (when inappropriate) or tests.
• Gaining access to the content of a test prior to the giving of the test.
Plagiarism:
• Failure to give credit to sources used in a work to present the work as one's own.
• Submitting in whole or in part the work of others as one's own.
• Submission of papers or projects obtained from any source, such as a research service or another student, as one's own.
Fabrication:
• Written or oral presentation of falsified materials and facts, including but not limited to the results of interviews, laboratory experiments, and field-based research.
• Written or oral presentation of the results of research or laboratory experiments without the research or experiment having been performed.

• Altering, misrepresenting, or falsifying a transcript, course record, or graded work to gain unearned academic credit.
• Accepting unearned credit or accepting a grade higher than the grade actually earned.
Complicity:
• Planning or agreeing with another person or persons to commit any act of academic dishonesty.
• Changing or agreeing to have academic records changed, including receiving an unearned academic grade or credit not.
• Offering or accepting a payment or bribe related to academic work or records.

In general, it is a violation of the Academic Integrity Policy when a student does not follow any announced policy of an individual faculty member, department, college, or university. A student uncertain of the application of the Academic Integrity Policy to a particular circumstance should always consult with the appropriate faculty member.

Penalties for Violation of the Academic Integrity Policy

Any violation of this policy is considered an extremely serious infraction. The penalty for violation of the Academic Integrity Policy will result in a zero for the assignment/examination or course and additional penalties up to and including dismissal from the program without an opportunity to return. A second offense will result in automatic dismissal from the program. Any violation of the Academic Integrity Policy must be reported to the respective program director and the Assistant/Associate Dean of Academics by following the "Process for Penalizing a Student for Violation of the Academic Integrity Policy."

Process for Penalizing a Student for Violation of the Academic Integrity Policy

The complainant (instructor, appropriate supervisor/administrator, or university official) is required to complete the "Academic Infraction Form" available in the *Faulkner Student Handbook*, and provide a copy to the Assistant/Associate Dean of Academics and Program Director for the purpose of notification and record keeping. The complainant will then forward the completed Academic Infraction Form to the appropriate program committee (see the *Faulkner Student Handbook* for information on program committees). The program committee will inform the student of the 'Academic Infraction Form' and provide the student with a copy of the Academic Infraction Form within 72 hours of receipt. The program committee will convene to review the Academic Infraction Form within 7 days of original receipt. The program committee may: meet with the complainant, meet with the student, meet with the student and complainant simultaneously, or render a recommendation without any party meetings. Additionally, the program committee will have access to the pertinent student's file containing any previous violations and should consider previous violations when rendering a sanction and/or recommendation. The program committee may sanction the student only within the parameters of the Penalties for Violation of the Academic Integrity Policy. The program committee must document the recommended sanction on the "Academic Infraction Form" and send the completed form to the Assistant/Associate Dean of Academics and the Program Director. The Assistant/Associate Dean of Academics together with the Program Director will review the committee's recommendation, and the Program Director will enforce the final sanction. The completed infraction form will be placed in the student's file by the Assistant/Associate Dean of Academics.

AI Policy

Definition

Artificial Intelligence (AI) refers to the capacity of computers or other machines to exhibit or simulate intelligent behavior, mimicking cognitive functions such as learning, problem-solving, and critical thinking. It encompasses the field of study focused on creating systems that perform tasks traditionally requiring human intelligence. AI often involves using machine learning to extrapolate from extensive data collections, enabling software to perform tasks or produce outputs previously thought to require human intelligence.

Position

1. As a Christian institution committed to excellence in health professions education, Faulkner University recognizes the potential benefits of incorporating artificial intelligence (AI) into our College of Health Sciences programs. AI technologies can enhance teaching and learning experiences, improve patient outcomes, and advance research in healthcare. However, we also acknowledge the importance of approaching AI integration carefully and adhering to our institution's values and ethical principles.

2. Our institution strives to utilize AI to align with our Christian values and beliefs. This includes ensuring that AI is used responsibly, ethically, and in a manner that respects the dignity and autonomy of individuals and honors the work of others in research and scientific publication. AI should be implemented as a tool to support and enhance human decision-making and compassionate care rather than replace it.

3. Furthermore, we are committed to educating our students about the ethical implications of AI in healthcare and empowering them to critically evaluate AI-generated information and responsibly utilize AI technologies in their future practice. By integrating AI into our curriculum, we can better prepare our students to navigate the evolving landscape of healthcare technology while upholding our institution's values of integrity, compassion, and excellence.

4. In conclusion, our institution supports AI's ethical and responsible use in education in health professions. We are committed to integrating AI technologies into our programs in a manner that aligns with our Christian values and prepares our students to be ethical and compassionate healthcare professionals.

Benefits

For students:
• Serves as an adaptable tutor that provides personalized instruction at any level of comprehension, from variable perspectives, and in non-traditional formats. For example, you can ask AI to write a song about the rule of 9s for burns from the perspective of a country music artist tailored to a first-grade level of understanding.
• Increases motivation to learn and aids in creativity
• Organizes group work (breaks a group assignment into tasks, assigns team members responsibilities for task completion, and creates timelines for completion)
• Provides personalized academic advice, individual feedback, and customized study plans and proofreads text
• Provides support for research, writing, and data analytics
• Provides automated administrative support
• Creates innovative assessment activities

Appropriate AI Use

Faulkner University College of Health Sciences is committed to the ethical and responsible use of generative AI and to preparing our staff and students to be leaders in an increasingly AI-enabled world.

1. The College of Health Sciences will support students and staff in becoming AI-literate.
2. The College of Health Sciences will adapt teaching and assessment to incorporate the ethical use of generative AI and support equal access.
3. The College of Health Sciences will uphold academic rigor and integrity.
4. The College of Health Sciences will collaborate to share best practices as technology and its use in education evolve. It is inappropriate for students to submit work that passes knowledge, argument, or content of another off as their own work. This is akin to using a ghostwriter or an essay mill, as articulated within the Student Code of Conduct. Beyond this, the following guidance applies to students:

• AI tools can support student learning in many ways and are not substitutes for your intellectual growth.
• The AI tool is language-focused, meaning it can integrate, rewrite, and format text. However, it does not use citations to credit the source of information or show the breadth of your literature research, nor does it know the scope of a particular academic course to put the information into the correct context.
• The AI tool can facilitate the process of writing or learning, but the work you produce should always be your own.
• By engaging actively in your studies and upholding academic integrity, you can harness the power of technology to enrich your education.
• Academic misconduct- using any form of AI or other computational aids in your university coursework, study, exams, or research without acknowledging that input counts as plagiarism.
• AI should not be used in examinations.
• According to the Faulkner College of Health Sciences student code of conduct, each student remains responsible for ensuring their work is original and cited adequately for academic and ethical reasons.
• Make sure you understand and follow good academic practices.
• If you use an AI tool like ChatGPT or others, cite it.
• Refrain from using these tools to generate references or citations, as they may return incorrect information, such as citations to works that do not exist.
• While you may use AI tools responsibly, do not use them for reflective writing assignments. GPT language models may produce well-written text, but this does not substitute for your independent thinking and creativity.
• Only use ChatGPT in the ways that specific instructors allow for particular assignments.
• Do not upload other people's created content into an AI tool, as this misuses their intellectual property.
• Understand that AI is not research and cannot replace academic research, including journal articles.
• Understand that AI is not course content and cannot replace textbooks or lectures/lecture slides.
• Inappropriate use of AI is a breach of the Student Code of Conduct.

Sherpath AI Usage Policy

Sherpath AI is an educational support tool integrated into your course to enhance your learning experience. It is designed to help you better understand course content, explore complex topics, and reinforce knowledge through interactive features.

Students are encouraged to use Sherpath AI in various ways throughout the course, such as:

1. Asking for explanations on specific topics
2. Requesting practice questions or videos
3. Generating content outlines from the textbook to aid in studies

However, it is important to remember that Sherpath AI is not a replacement for one's own critical thinking and original ideas. It is a tool to support—not substitute—the learning process.

Students may not use Sherpath AI, or any other AI, to complete graded written assignments in this course. Each student is expected to complete written assignments independently, without assistance from others, including AI tools, unless otherwise directed by the instructor. All sources must be cited appropriately.

Violations of the AI Policy will be considered academic misconduct. See *Faulkner Student Handbook* for more information.

Cheating & Plagiarism
Faulkner Honor Code

Faulkner University is an academic institution founded on the values and principles of Christianity. As a Christian institution, Faulkner emphasizes the importance of integrity and character in all aspects of life. The *Faulkner Honor Code* emphasizes the importance of Christian character in all aspects of academic life. Faulkner University requires all students live up to the following honor pledge: "As members of the Faulkner community, we commit ourselves to act honestly, responsibly, and above all, with honor and integrity in all areas of academic and campus life."

Setting high standards of behavior requires a commitment by every student to work together to maintain these standards and realize disciplinary consequences should follow a breach of the honor system. Just as in the workplace, where high ethical standards are required, Faulkner students must realize that failure to maintain high ethical standards in the classroom will lead to similar disciplinary actions. Faulkner believes that as professionals and students we should be practicing how to be people who are committed to improved character and spiritual development and view adherence to the honor code as a valuable practice.

Without the support of the entire student body, the honor system will not work successfully. All students must insist on the absolute integrity of themselves and their fellow students because academic dishonesty jeopardizes the quality of education and depreciates the genuine achievements of others. It is, without reservation, the responsibility of all members of the Faulkner campus community to actively deter it. Apathy or acquiescence in the presence of academic dishonesty is not a neutral act. Faulkner believes that all that is necessary for evil to prevail in any community is for good people to do nothing. A laissez-faire response will only reinforce, perpetuate, and enlarge the scope of such misconduct. Unfortunately, the reputation for any academic misconduct in the university setting has become widespread and a regrettable aspect of modern education. These reputations have become self-fulfilling and grow unless vigorously challenged by students and faculty alike.

All members of the Faulkner community, students, faculty, and staff, share the responsibility and authority to challenge and make known acts of apparent academic dishonesty. Faulkner

University believes it is the obligation of every student who suspects a violation of the honor code to take action in one of the following ways:

1. Speak to the suspected student (Matthew 18:15-17).
2. Report the incident to the Assistant/Associate Dean of Students if it is a violation of the code of conduct.
3. If it is an academic violation, inform the instructor in the course of your suspicions and identify, if possible, the person suspected.

Course Management System

Canvas is the Web-based learning management system used at Faulkner University to enhance class communication, organization, and presentation by providing customizable website templates for courses offered. It is designed to provide tools for building online resources for use with face-to face-instruction, hybrid classes, or to support classes offered completely online. The degree to which the system is used in each course varies.

Email Account and Computer User Policy

All Faulkner students are required upon enrollment to obtain a Faulkner University computer user account to utilize the University computer resources, the Faulkner network, or a Faulkner email account. The computer user account provides students with access to computer resources, the Faulkner network, Faulkner email account, server storage space and other technology services provided by the University on each campus and via the internet. An enrolled student can establish a computer user account by completing the online form at http://www.faulkner.edu/account. A valid (active) Faulkner student identification number, corresponding date of birth, last four digits of Social Security Number and a preferred password of at least six characters is required to complete the online form. The online form requires students to read and accept the University's Computer Policy.

The University email account is an official means of communication for all Faulkner University faculty and staff. All students are responsible for access and reading these official communications on a regular basis. Faculty will not communicate with students using accounts other than those provided by Faulkner University. Faulkner University email accounts may be accessed by logging onto a computer in a computer lab at any Faulkner campus or via any internet connection with a web browser. Student email accounts have unlimited storage capacity. An enrolled student will need to create/reset their account password before being able to access their account. They can do so by using the online form at completing the online format https://my.faulkner.edu/Login/Default.aspx.

Required information for resetting your password includes: your Faulkner student ID number, your date of birth, and the last 4 digits of your Social Security Number.

Emergency Notifications

Eagle Alert is an emergency notification system that notifies faculty, staff, students and others of critical information and situations affecting campus through the use of text messages, voice messages to multiple phone numbers, email, and more. This system makes immediate notifications across campus without delay.

To sign in, create a new account, or change your contact information, go to Everbridge or https://member.everbridge.net/2935150585315360/login .

If you have technical questions, please contact the IT helpdesk at helpdesk@faulkner.edu or by calling 334-386-7171, Mon-Fri, 7:00am to 5:00pm.

Family Education Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act (FERPA) is a federal law designed to protect the privacy of a student's education records. The rights of the FERPA heretofore assigned to parents are now transferred to their college students. These rights are:

1. Eligible students have the right to inspect and review all of the student's educational records maintained by the school. The student must contact the Registrar's Office to make an appointment to view their academic record.
2. Eligible students have the right to request that a school correct records believed to be inaccurate or misleading. If the school refuses to change the records, the eligible student then has the right to a formal hearing. After the hearing, if the school still refuses the correction, the eligible student has the right to place a statement in the records commenting on the contested information in the records.
3. Generally, Faulkner University must have written permission from the eligible student before releasing any information from a student's record.

Schools may also disclose, without consent, "directory type" information, such as a student's name, address, e-mail address and telephone number. An eligible student who does not wish for this type of information to be released without prior written consent must notify the Office of the Registrar in writing.

Graduation

The culmination of an academic career is graduation. Graduation occurs after the completion of all BSN (Lower and Upper Division) and institutional requirements. Candidates for graduation must possess a minimum overall, as well as a content GPA of 2.0; 36 hours of upper level credits; and completion of the major field exam.

Grievance Procedure/Student Complaint Policy

The university has established formal policies and processes to handle submitted (written and online submissions) student complaints and appeals.

Complaints should be registered formally when a Faulkner student has exhausted their efforts in resolving an issue with the university and or its personnel or any other current student. As with any complaint or grievance the university's desire is for the party or parties to seek a resolution between the parties where both parties are heard and are able to come to some common understanding and agree to move forward in a mutually agreed upon arrangement.

If resolution cannot be met or one party is unwilling to enter into an agreed upon reconciliation situation then a student should use the online forms provided in this section. Complaints or grievances should be submitted within two weeks so that the situation can be addressed efficiently.

Student complaints concerning academics such as issues with a professor, grades or an associated issue with a course or course work should follow the instructions as outlined in this form: https://www.faulkner.edu/wpcontent/uploads/Student-Complaint-Record-Academic.pdf.

Information for filing a complaint related to academic grades and policies, accuracy of the educational record and appeal of loss of financial aid due to lack of satisfactory academic progress may be found in Academic Catalog located on the Faulkner University website.

Student complaints or grievances concerning non-academic issues with a staff, residence life staff, student services staff or any other non-academic area should complete the online form that is linked through the Faulkner University Student Handbook. This link is also available on the Faulkner Mobile App under the "Links" tile. This form is monitored by the Dean of Students and Vice President for Student Services.

Information related to the appeal of non-academic disciplinary decisions, harassment, discrimination, residence hall assignments, the residence hall living/learning experience and parking citations may be found in this Student Handbook, page 46-48.

Below are the lines of communication that should be followed when a complaint/grievance/incident is reported.

Standard communication lines:
 ● Academic Complaint: Instructor>>Chair/Director>>Dean of the College>>Vice President of Academic Affairs. If the Instructor is the Chair/Director or Dean then the complaint will proceed to the next line of communication.

Below is the communication process that will be followed when a complaint/grievance/incident is reported through the online form for non-academic student complaints.

Standard communication process for non-academic student complaint:
● A Non-Academic Complaint will be forwarded to the Vice President over the department named in the filed grievance.
● This Vice President or his or her designee will respond to the complainant with the process to be followed in order to appropriately address the complaint. This may include a meeting with involved parties to gain better understanding and accomplish a resolution.
● Documentation of final resolution will be recorded and shared with appropriate parties.

Standard communication process for Non-Academic Student to Student complaint/incident:
● A student to student complaint will be handled through the Dean of Students or his/her designee.
● The Dean of Students or his or her designee will respond to the student complainant with the process to be followed in order to appropriately address the complaint. This may include a meeting with involved student parties to gain better understanding and accomplish a resolution.
● Documentation of outcomes will be recorded and shared with appropriate parties.

Harassment and Mistreatment Policy

In compliance with all applicable legal requirements prohibiting harassment against any member of the Faulkner University community, the purpose of this policy is to maintain a work and learning environment that is free of unlawful harassment. If such behavior occurs, this policy establishes a prompt and equitable procedure to resolve such complaints for situations in which students are involved.

This policy applies to all members of the Faulkner community (including trustees, faculty, staff, students, volunteers, vendors, and visitors) in which students are involved, and serves to protect community members from unlawful harassment regardless of where the alleged misconduct occurred (See Policy 351 in Human Resources for incidents that involve employees only). Although there is no geographical limitation, misconduct that is alleged to have occurred at a significant distance from the University or that is committed by a person outside the Faulkner community may be more difficult to investigate and remedy. Still, where the University's response is so limited, it will advise the reporting party regarding their right to file a complaint with the alleged perpetrator's school or local law enforcement within the jurisdiction where the harassment occurred.

Policy

1. Prohibition Against Harassment - Harassment, as defined in Section IV will not be tolerated at Faulkner University. As a Christian Community, Faulkner University has committed itself, unequivocally, to ensuring a working and learning environment in which the dignity of every individual is respected. Harassment is a breach of community which expresses disrespect, exploits and undermines relationships based on trust, and interferes with learning and productive work.

2. Responding and Reporting - Any person who experiences Harassment or who otherwise becomes aware of such an incident may oppose this behavior by telling the perpetrator to stop and should promptly report the incident pursuant to this policy (see Section V). Faulkner encourages all reports to be made in good faith. If an investigation results in a finding that an accusation of discrimination, harassment or retaliation was made in bad faith or maliciously, the accuser may face appropriate consequences. However, filing a complaint or providing information which a party or witness genuinely believes is accurate, but which is ultimately dismissed due to insufficient evidence or found to be untrue, does not constitute intentional false reporting.

3. No Retaliation - No member of the Faulkner community may be subject to further harassment, bullying, or retaliation by any employee or student for actions taken in good faith to file or encourage one to file a complaint, participate in an investigation, or oppose unlawful harassment. Retaliation includes things like intimidation, threats, or hostile actions based on someone's complaint or participation in this process. A party may also be responsible for retaliation by someone affiliated with them (i.e., friend or family member). Any such behavior should be reported to the Title IX Coordinator or designee immediately.

4. Impact of Complaint - Because a claim is not proof of prohibited conduct, a claim against an employee shall not be taken into account during performance review, promotion,

reappointment, or other evaluation unless a final determination has been made that this policy has been violated. If necessary and appropriate, such decisions shall be deferred until the claim is resolved.

5. Notification and Training - In an attempt to prevent unlawful harassment, Faulkner will provide all employees and students with annual notification regarding this policy, where to file a complaint, and offer periodic training for faculty, staff members, and students, who will be required to participate in such training.

ANNUAL TRAINING & REQUIREMENTS

Bloodborne Pathogens (BBP)

Exposure to Blood Borne Pathogens Guidelines
Faulkner University Bachelor of Science in Nursing (BSN) is a program housed within the College of Health Sciences which has adopted the following BBP guidelines:

Purpose: To outline the expected behavior to be followed by all Bachelor of Science in Nursing (BSN) students who have received an accidental exposure incident while in an educational setting in order to decrease risk of infection with hepatitis B virus (HBV), hepatitis C virus (HCV) and human immunodeficiency virus (HIV).

An exposure incident is a specific eye, mouth, other mucous membrane, non-intact skin (dermatitis, abrasions, chafing, hangnail, etc.), or parental contact with blood or other potentially infectious materials (OPIM) that results from the performance of a BSN student's duties.

Annual training on safety precautions and post-exposure expected behaviors will be conducted. All students (new and returning) are required to participate in this training.

Should an exposure incident occur, students are required to cover any associated costs such as needed laboratory testing and/or medications. Students are required to provide proof of personal health insurance annually.

Occupational Safety and Health Administration (OSHA) Education
Students are responsible for following OSHA Guidelines for universal precautions at clinical rotation sites, including the use of protective gloves, eyewear and clothing, the proper use and disposal of sharps, regular handwashing/hand sanitation and other precautionary measures. These guidelines will be presented annually to BSN students prior to starting clinical rotations. Students will be required to sign an attestation of completion of this training. Any documented allergies to latex products should be reported to the Director of Clinical Education. Each student is responsible to supply any latex-free products they may need, if they are not otherwise available at a given clinical site.

Several OSHA standards and directives are directly applicable to protecting workers against transmission of infectious agents. These include OSHA's Bloodborne Pathogens standard (29 CFR 1910.1030) which provides protection of workers from exposures to blood and body fluids that may contain bloodborne infectious agents; OSHA's Personal Protective Equipment standard (29 CFR 1910.132) and Respiratory Protection standard (29 CFR 1910.134) which provide protection for workers when exposed to contact, droplet and airborne transmissible infectious

agents; and OSHA's *TB compliance directive* which protects workers against exposure to TB through enforcement of existing applicable OSHA standards and the General Duty Clause of the OSH Act.

❖ Information on the Hepatitis B recommendations from the CDC may be found at https://www.cdc.gov/mmwr//pdf/rr/rr6103.pdf .
❖ Information on COVID vaccination recommendations from the CDC may be found at https://www.cdc.gov/acip/downloads/slides-2025-04-15-16/05-Panagiotakopoulos-COVID-508.pdf .
❖ The instructions to the OSHA training are available in the CHS Canvas course. Students will follow the instructions for creation of a free account to complete the training. The certificate of completion must be uploaded annually to COMPLIO.

Health Insurance Portability and Accountability Act (HIPAA)

Students have an obligation to protect and keep confidential all patient data/information whether printed, written, spoken, or electronically produced, and to access this information for appropriate and authorized purposes such as patient care and records processing. Patient information must be accessed, maintained, and released in a confidential manner. Any violation of the confidentiality of patient information or unauthorized access may result in disciplinary or corrective action up to and including immediate dismissal from the BSN program.

Students are not to discuss patient names, addresses and medical or financial information with any individuals other than those who are directly involved with care of the patient. This includes any public forum such as the classroom, clinical conferences, and seminars either on or off-campus.

- Unauthorized disclosure of patient information may violate state or federal laws (including HIPAA) and unauthorized release of information may result in dismissal from school and legal action taken against the student as well as monetary fines.
- Please note: HIPAA rules and regulations also apply to individuals, including students, faculty and clinicians, who volunteer to serve as demonstration subjects. This includes simulated patient experiences with live patients and/or manikins.
- No photos/video of any patient or patient records. No information related to patients or your clinical experiences may be posted on social media sites including pictures, status updates or comments.

Student Health and Immunizations

The following health screening and immunization requirements are necessary for entry into the program:

1.   All students must be enrolled in a comprehensive health insurance program. Students are required to cover any costs accrued if their insurance is used. Students need to secure their own insurance. E J Smith Insurance Agency can provide quotes for individual policies at http://www.ejsmith.com/.

2.   The BSN program requires all students to meet the health and immunization requirements listed below.

    a.   Hepatitis B
    b.   Influenza
    c.   Measles, mumps, rubella

d.   Varicella
e.   Tetanus, diphtheria, pertussis
f.   COVID vaccine status

Specific health/immunization requirements:

- Proof of current health insurance. The School of Nursing requires that students have current health insurance. This is mandatory for each year of enrollment in the program. Students will be required to provide a copy of their insurance card to the program annually. This will be maintained in COMPLIO.
- Proof of two immunizations against measles, mumps, and rubella (MMR) *or* laboratory evidence of a positive (immune) titer against each of the three infections. Documents will be uploaded in COMPLIO.
- Proof of a negative PPD skin test for tuberculosis (by Mantoux) within one month of matriculation, and, if positive, proof of a chest x-ray negative (valid for 2 years) for active disease and/or proof of treatment. Additionally, the TB skin test must be repeated each year. An acceptable alternative test is a negative Interferon- Gamma Release Assay (IGRA). The commercial names of these tests are QuantiFERON TB Gold In-tube or T-SPOT. Documentation will be uploaded into COMPLIO.
- Documentation of two varicella (chickenpox) immunizations *or* proof of positive (immune) varicella titer. Documentation will be uploaded into COMPLIO.
- Diphtheria, pertussis, and tetanus: documentation of a completed primary series with Tdap or DTP and booster within the last 10 years is required. All students must have documentation in COMPLIO of a one- time dose of Tdap either as part of their primary series or as a booster.
- Proof of the three-dose immunization against hepatitis B or two-dose HEPLISAV-B. This series must be started within 30 days of matriculation. Following completion of the hepatitis B series, a positive (immune) titer must be completed prior to patient contact. Non-converters may require additional immunizations per the CDC recommendations. Documentation will be uploaded into COMPLIO.
- For students with chronic hepatitis B infection, the program will follow the Updated CDC Recommendations for the Management of Hepatitis B Virus-Infected Health-Care Providers and Students detailed above and require DNA serum levels every six months to monitor infectivity levels. Students whose hepatitis B level is not undetectable or below the level of 1,000 IU may require limitation of exposure-prone invasive procedures or modifications in their clinical training as required by the program or clinical education sites.
- Proof of influenza vaccination annually; must be given by the beginning of October of each year enrolled. Documentation will be uploaded into COMPLIO.
- Proof of COVID vaccination or declination of such must be uploaded into CORE.
- Students are financially responsible for the cost of maintaining compliance with health, health insurance, and immunization requirements.
- With the exception of the hepatitis B immunization series and titer demonstrating immunity, all immunizations must be completed within 30 days of matriculation. Additionally, no student may participate in any clinical experience until all immunizations/titers have been completed.

- A student with chronic hepatitis B infection will be allowed to enroll if they meet all other program requirements, but will be monitored to ensure that they are following the 2012 Updated CDC Recommendations for the Management of Hepatitis B Virus-Infected Health-Care Providers and Students.
- Once completed, students must maintain compliance with all CDC-recommended immunizations throughout the program or they will not be allowed to participate in patient care in clinical settings.

BSN ACADEMIC & PROFESSIONAL REQUIREMENTS

Attendance

Student attendance to courses in the nursing program is mandatory and only pre-approved absences will be considered. Penalties for an unexcused absence will be a ZERO on any missed assignments or examinations and a 2% reduction in the overall point total for the student at the end of the term for any missed classes that are determined to be unexcused. No exceptions to this will be made. If a student unexpectedly misses an examination or class and it is determined to be an excused absence, they will be allowed to take a revised examination. This exam will differ in structure and format from the original examination. Two unexcused late arrivals will result in an unexcused absence and the 2% deduction on the final semester grade will be enforced.

The nursing program has a fast-paced and rigorous curriculum. Students are expected to attend and be prepared for classes, laboratory and clinical experiences. Student learning will be greatly enhanced by the proper preparation for the class and course objectives that day. Specific dates and attendance requirements are established for each course and are indicated in the course syllabus. Each student will be responsible for adhering to class policies. Even for unexpected absences, the student should contact the course instructor via email or phone as soon as possible. The student remains responsible for any material covered, assignments, or missing tests. Excused absences do not include family events, weddings, vacations, or other personal engagements. Class work is typically Monday- Friday from 8:00-5:00, with breaks between classes and clinical experiences can be from 0615-1915on specified days. We encourage you to use these breaks in class time to handle personal issues. Extenuating circumstances that require extended periods of absence, such as illness, personal circumstances, maternity, etc. will be considered and handled on a case-by-case basis by the program director. Patterns of excessive absences, in classes or clinical, are not permitted and may result in disciplinary action, including dismissal from the program.

Clinical Attendance

Your behavior and attendance in the clinical setting should be consistent with the expectations of a professional nurse and a student of Faulkner University. Attendance is expected for all clinical experiences. Students must notify the instructor directly that he/she will be absent at least one hour prior to the start of the clinical day. The time of clinical experiences vary based upon the clinical site and experience.

Tardy for Clinical

- Tardy is defined as arriving > 15 minutes after the scheduled start time.
- Student may receive a zero for the day but must still complete all assignments.

- If you find yourself running late for clinical, contact instructor for that day immediately.

Clinical Absence Policy

- ***only 2 excused clinical absences per course can be made up***
- all excused absences will be made up at the discretion of the instructor, the clinical facility, and time available
- excused absences include personal illness, death in immediate family, or personal injury
- for personal illnesses a statement from a healthcare provider must be submitted with a detailed reason for doctor's visit that indicates your inability to attend clinical and when you may return to clinical. It must also include time and dates seen in office or hospital.
- for an absence to be excused the student must also contact the clinical instructor at least one hour prior to clinical. If the reason for absence occurs within the hour prior to clinical, such as an accident or hospitalization, then the clinical instructor must be notified as soon as is reasonably possible. It is the student's responsibility to have the correct contact information for the clinical instructor.
- Absences due to COVID-19 restrictions will be evaluated as the situation arises and will be consistent with University policy.

Consequences

Consequences may include:

- A grade of zero (0) for the missed clinical day
- No opportunity to make up the clinical experience
- A formal written warning, placement on academic or professional probation, or both
- Potential course failure, administrative withdrawal, or dismissal from the nursing program upon a second unexcused absence in the same course

In cases of multiple unexcused absences or a pattern of excessive tardiness, the following may occur:

- Disciplinary action per the *Faulkner University Handbook*
- Dismissal from the clinical course, which may result in a failing grade (F)
- Requirement to withdraw from or drop the course or nursing program, depending on the severity and cumulative impact on clinical progression
- Ineligibility to continue in the program or reenroll in the course until reviewed and cleared by the School of Nursing

Students are encouraged to maintain open and timely communication with clinical faculty to avoid unexcused absences and to preserve their academic standing in the nursing program.

Core Performance Standards

All students enrolled in the nursing program are expected to meet the core performance standards required for safe and effective nursing practice. These standards include, but are not limited to,

critical thinking, communication, mobility, motor skills, hearing, visual, and behavioral/emotional stability.

Requirements	Standards	Examples
Critical Thinking	Critical thinking ability for effective clinical reasoning and clinical judgment consistent with level of educational preparation	- Recognizing cause-and-effect relationships in various clinical scenarios - Applying scientific methods to create effective patient care plans - Assessing and refining nursing interventions for improved patient outcomes
Professional Relationships	Interpersonal skills sufficient for professional interactions with a diverse population of individuals, families, and groups	- Building rapport and trust with patients, clients, and colleagues - Engaging in constructive conflict resolution strategies - Demonstrating accountability and collaboration with peers
Communication	Communication adeptness sufficient for verbal and written professional interactions	- Clearly explaining treatment procedures and initiating health education - Accurately documenting and interpreting nursing interventions and patient responses
Mobility	Physical abilities sufficient for movement from room to room and in small spaces	- Navigating efficiently through patient rooms, workspaces, and treatment areas - Performing emergency procedures such as cardiopulmonary resuscitation (CPR)
Motor Skills	Gross and fine motor abilities sufficient for providing safe, effective nursing care	- Adjusting and utilizing medical equipment with precision - Ensuring proper therapeutic positioning and handling of patients
Hearing	Auditory ability sufficient for monitoring and assessing health needs	- Detecting alarms from monitoring devices and other critical emergency signals - Identifying auscultatory sounds and responding to calls for assistance
Visual	Visual ability sufficient for observation and assessment necessary in patient care	- Closely monitoring patient conditions and evaluating responses to treatments
Tactile Sense	Tactile ability sufficient for physical assessment	- Performing palpation techniques in physical assessments and therapeutic interventions
Behavioral/Emotional Stability	Ability to maintain composure, emotional control, and professional behavior in stressful, rapidly changing, or emotionally charged environments.	-Demonstrating patience and professionalism when dealing with difficult patients, families, or colleagues. -Accepting constructive feedback and adapting behavior accordingly.

Adapted from the Southern Regional Education Board. (2008). *Americans with Disabilities Act: Implications for Nursing Education.* **Retrieved January 29, 2025** https://www.sreb.org/publication/americans-disabilities-act\

It is the responsibility of the student to ensure they are able to meet these standards throughout the duration of the program.

If a student requires special accommodations, it is their responsibility to contact the Center for Accessibility Services to request appropriate support.

In the event of any change in a student's ability to meet the core performance standards, the student must promptly notify both the Center for Accessibility and the Program Director to initiate a review and determine appropriate next steps.

Criminal Background and Reporting Policy

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

Students enrolled in the Upper Division nursing courses are subject to background checks. Certain arrests or convictions that could compromise the health and safety of patients may render students' ineligible for clinical placement. Ineligibility for clinical placement necessary to fulfill course objectives will result in course failure and dismissal from the program. Students must consent to background checks as required by contractual agreements with clinical agencies. These background checks may include:

1. Federal criminal background check
2. State criminal background check
3. Sexual offender check
4. Office of Inspector General check

If a nursing student is arrested, they must report the arrest to the Director of the School of Nursing within 24 hours. Failure to do so will result in automatic dismissal from the Faulkner University School of Nursing. Students may not participate in clinical experiences until the matter is resolved.

All nursing students must adhere to the legal, moral, and legislative standards set forth by the Alabama Board of Nursing Administrative Code. The Alabama Board of Nursing (or state of application) may deny permission to take the NCLEX-RN licensure examination if a student has been convicted of a felony.

Criminal Background Check Policy and Procedure

Faulkner students entering the School of Nursing are required to undergo a background check using the school's approved vendor (COMPLIO). Instructions for completing the background check and appropriate consent forms are provided to students by the School of Nursing. Any questionable findings on the background check will be reviewed and appropriate actions taken accordingly by the program.

Background Checks upon Admission to Upper Division

Students admitted to the Upper Division of the Faulkner University School of Nursing are accepted on a conditional basis, pending the completion of a background check. Admission will

be revoked for students who, in the judgment of the School of Nursing Program Director and Administrators, have been convicted of or have pending charges that would make them ineligible for placement in clinical agencies.

The background check is conducted by a qualified agency using standardized methods and procedures. All costs associated with the background check are the responsibility of the student. The confidentiality of student information will be maintained.

Procedure for Background Check

Faulkner University School of Nursing utilizes COMPLIO, an online compliance management system to track and manage requirements for clinical placement and program progression. Students are required to order background checks and urine drug screens and submit all related documentation for review through their COMPLIO account.

    1. Welcome and Setup
     -Students will receive an email link to create a COMPLIO account.
     -Select a username and password.
     -COMPLIO will send an authorization email to the address entered.
     -Click on the link in the activation email to activate account.

    2. Order "New Student Bundle".
    -When you first login, you will be directed to a WELCOME screen. Click on get started.
    -Click on the package to order. Nursing/BSN.
    -Pay for subscription and click finish.
    -Choose Location for UDS (Call lab location to verify address and office hours prior to
     selecting location).

Background Check after Admission

The Faulkner University School of Nursing reserves the right to request a criminal background check for any student enrolled in the Upper Division of the program at any time. Failure or refusal to comply will result in dismissal from the program and the School of Nursing.

Continued enrollment in the program will be determined at the discretion of the School of Nursing Program Director and administrators, based on the results of the background check. All costs associated with the background check are the responsibility of the student.

Matriculation after Adverse Background Check

A student whose admission is revoked or who is dismissed from the Faulkner University School of Nursing due to background check findings may be considered for readmission on a case-by-case basis, depending on the specific circumstances.

Course Evaluations

At the end of each course, students are encouraged to complete an assessment of the professor and the course. This information is used to improve the course and learning experience for the student. Students will also evaluate the clinical service rotations as well as the preceptor at the completion of the rotation. The Director of Clinical

Education will review these evaluations in an effort to maintain and improve the clinical service experience for the student. These responses are anonymous.

Drug Screening and Substance Abuse Policy

The intent of the Drug Screening and Substance Abuse Policy is twofold: to identify students who are chemically impaired and to help them return to a competent and safe level of practice. Emphasis is on deterrence, education, and reintegration. All aspects of the policy are conducted in good faith and with compassion, dignity, and confidentiality.

CHS recognizes its responsibility to provide a healthy environment within which students may learn and prepare themselves to become members of the nursing profession. CHS is committed to protecting the safety, health, and welfare of its faculty, staff, and students and those who come in contact with its faculty, staff, and students during scheduled learning experiences. CHS strictly prohibits the illicit use, possession, sale, conveyance, distribution and/or manufacturing of illegal drugs, intoxicants, or controlled substances in any amount and/or in any manner and the abuse of nonprescription and prescription drugs.

Students in the nursing program who test non-negative for illegal, controlled, or abuse-potential substances and cannot produce a valid and current prescription with valid dosage for the drug, are at risk of being in violation of the Faulkner Drug Abuse Policy found in the Faulkner University Student Handbook.

Students admitted to the Upper Division of the nursing program are conditionally accepted pending a drug screen. In addition, students must complete annual drug screenings throughout their enrollment in the nursing program. All screenings are paid for by the student and ordered through COMPLIO. They are conducted by an authorized provider contracted with COMPLIO. Drug screenings are required at several points: upon admission to the School of Nursing, annually, as mandated by affiliated clinical agencies, and for cause when there are signs of impairment such as slurred speech, impaired coordination, inappropriate behavior, or abnormal pupil responses. Drug test results remain confidential and will only be disclosed to the Director of Clinical Education, program administrators, and relevant clinical faculty.

If a student is suspected of illicit substance use while participating in a clinical practicum, the School of Nursing Director of Clinical Education must be notified immediately, and two professional individuals (faculty, nurses, or physicians) must validate the observed behavior. The student will be required to **immediately** undergo a drug screen at their own expense and submit the results to the Director of Clinical Education within **24 hours**. Until the issue is resolved, the student will be removed from all School of Nursing activities. If the drug test is positive for a prescribed medication, the student may be allowed to resume clinicals with proper documentation. However, if the test is positive for an unauthorized substance, the student will not be permitted to make up missed clinical hours and will be subject to dismissal.

Violations of the Faulkner University Policies will result in the imposition of disciplinary sanctions up to and including expulsion of the student from the University. Results of a non-negative drug screen will be referred by the Dean of CHS and VP of Student Services. Action

taken through the Faulkner University Student Services will be independent of action taken, if any, under the nursing program.

Non-Negative Drug Screen, Sanctions, Treatment, Referral and Re-application, Opportunity for a Re-Test

Failure to submit to a drug screen or attempts to tamper with, contaminate, or switch a sample will result in immediate dismissal from the nursing program. Students who test positive for illicit substances will not be allowed to participate in clinical experiences and, therefore, cannot meet course objectives.

A non-negative drug screen of any of the following substances may result in immediate dismissal from the nursing program: amphetamines or similarly acting sympathomimetics, cannabis, cocaine, hallucinogens, inhalants, phencyclidine (PCP) or similarly acting aryl cyclohexylamines. Action taken by the nursing program will be independent of action taken, if any, through Faulkner Student Services. Dismissal from the nursing program is not automatically a dismissal from Faulkner University. If the student is dismissed due to a non-negative drug test, the student will be ineligible to receive a letter of good standing from the Dean of CHS.

If a test result is non-negative, the student may request a re-test of the original urine sample or hair sample (if the student has sufficient hair on which to perform testing). A student who desires to have the original sample re-tested must file a written request with the Dean of CHS within three (3) business days following notification of a positive drug test result. The Dean can approve or dismiss the request for a re-test. The student will be responsible for all costs of the re-test. If the retest is negative the student will be reinstated.

If the re-test is also positive, the student must withdraw from the nursing program. A student with a non-negative drug screen will be referred to a Substance Abuse Treatment Program. Any infraction of the drug policy will be reviewed by the Student Success Committee, the program director, and the Dean of CHS to determine the action plan. This may be, but not limited to, expulsion from program, completing a substance abuse treatment program, and possible re-starting the program. However, the program reserves the right to dismiss the student, not allowing continuation or readmission into the program.

Readmission is not guaranteed. If a student is readmitted, they will be required to undergo at least one random drug screening at their own expense during their time in the nursing program. The random screening will be conducted at an unannounced time, determined by the student's instructor or administration, and proof of testing must be submitted within 24 hours of notification.

Incidence of Recurrence

If and when a non-negative test for substance abuse is found in a student that has been re-admitted to the nursing program, they will be ineligible to return. Furthermore, the student will be ineligible to receive a letter of good standing from the Dean of CHS or the program director of the School of Nursing.

Dress Code Policy

CHS students are expected to demonstrate a mature Christian attitude and the ability to discern propriety by their dress and appearance. The University also seeks to prepare students for professional careers where certain standards of dress are required for employment. CHS students are held to a high standard due to the professional nature of the learning environment and the future career paths that they are being prepared for.

BSN students are required to wear the official Faulkner University School of Nursing approved scrubs with the official Faulkner School of Nursing CHS logo. Only the approved styles are allowed. Scrub pants may be worn with a Faulkner University t-shirt or sweatshirt during didactic and laboratory classes. For clinical and simulated experiences, only the approved School of Nursing scrubs are permitted. Special class meetings may allow specific attire (i.e. shorts/t-shirts during bed baths; business casual for mental health clinical). Business casual attire may be worn for presentations and leadership activities while in the CHS building. Business casual can be described as dress pants/slacks, blouses, sweaters, dresses, and skirts. Clothing should be clean, neat, and in good repair. Other more detailed guidelines for dress code are listed below (this is not meant to be an exhaustive list):

1. Clothing must be clean and business like to present a professional appearance. Clothing will be deemed inappropriate if:
   a. It appears stained, soiled, excessively wrinkled
   b. It appears too tight or revealing. This includes bare midriffs or cleavage.
   c. It calls attention to itself and is distracting
   d. It provokes, alarms, offends, or disparages other students, faculty, or staff
   e. It causes visitors, patients, co-workers, or those of the administration to question the competence, confidence, and professionalism of Faulkner University College of Health Sciences
   f. It exposes others to unnecessary safety or health risks.

2. Shoes shall be closed toed shoes or sneakers in safe and in good repair. Gray, white or black are considered appropriate colors for clinical and simulated experiences. Sneakers are to be worn at all times when in uniform for clinical and simulated experiences. Sneakers (varying colors) or professional clogs with backs can be worn in didactic and laboratory classes.

3. Skirt and dress length shall be no shorter than 2 inches (2") above the top of the knee.

4. Caps or head covering are not acceptable, unless they are for religious purposes.

5. Sunglasses shall not be worn unless they are required for medical purposes.

6. Jewelry should be discreet and not large or capable of interfering with classroom or patient related activities. Earrings are limited to (2) per ear and located on the earlobe.

7. Tattoos:
   a. Quarter, half, and full sleeve tattoos must be covered at all times
   b. Any tattoo that provokes, alarms, offends, or disparages must be covered at all times.

8. Hair length, style, and color are expected to be professional and appropriate.
   a. Hair should be clean, neatly styled, and of a natural color

      b. Facial hair and nails must be neatly trimmed.

      c. No artificial nails are permitted. Nail polish must be of neutral color.

9. Cosmetics should be appropriate for the professional environment.

10. Appropriate daily hygiene is expected of all students.

11. Use of fragrances, colognes, or aftershave shall be limited and not overpowering.

12. When jeans are allowed to be worn, they shall be free of holes, frays, and tears.

13. When T-shirts are allowed to be worn, they shall be Faulkner University related.

14. Logos, advertisements, slogans, or other messages representing other organizations other than Faulkner University programs promoting political, social, religious, or other causes should not be worn. Provocative, alarming, offensive, or disparaging messages are not permitted.

15. Students shall not participate in activities outside of school that do not align with Faulkner University's missional alignment while wearing a Faulkner University logo.

Clinical /Simulation Rotation Attire

For clinical rotations, students should wear only their program-approved Faulkner SON scrubs, approved outerwear, and appropriate shoes. Student ID badge must be conspicuously placed so that patients are made aware of students' status as a student.

After Hours Dress Code

Due to the nature of our facility, we frequently have important guests and other visitors in the building, including after hours. Because of this, the dress code must be upheld any time that you are in the building.

Dress Code Infraction Sanctions

Failure to comply with the dress code standards listed above and in the program student handbooks will result in documentation of the violation via the Student Conduct Infraction form and sanctions according to the "Conduct Subject to Sanctions" section of this handbook.

Exit and Graduate Surveys

These surveys are to be completed just prior to graduation and 6-12 months post-graduation. This feedback from students is essential to the program as we continue to evaluate teaching methods and instruction for improvement.

Grade Determination and Progression

Students are expected to arrive on time to class and be prepared for the coursework presented that day. Any material(s) assigned by program or clinical faculty as preparatory is the responsibility of the student.

Specific assignments are established by each course faculty. Evaluation of performance is by academic achievement in the classroom and/or assigned work from faculty that culminates in a course grade.

Students are expected to complete and turn in assignments within the prescribed time frame. Students are expected to discuss any delinquency in turning in assignments with the appropriate course faculty and make arrangements for a subsequent deadline if an extension is granted.

In each course, the instructor will announce the grading criteria and publish it in the course syllabus. The following guideline relating to the "I" (incomplete) grade or deferred credit supplements the Faulkner guideline. The following grade scale will be used by the BSN Program:

> A: 90-100%
> B: 81-89%
> C: 74-80%
> D: 66-73%
> F: < 66 %

Successful graduation is dependent on passing all courses in the BSN Nursing Program with a final grade of 74% and above in all Upper Division courses.

A student receiving a final course grade of "D" or below will be required to repeat the course. A student receiving a second final course grade of a "D" or below will be automatically dismissed by the program.

The passing grade for the practicum portion of a course will be a minimum of 74% of the total possible laboratory points. A student who is unsuccessful in clinical skills laboratory will not be permitted to continue in the practicum course but will receive the grade earned. However, the student will be allowed to remain in the didactic co-requisite course. The student will be required to retake both the didactic and practicum courses the following semester. However, the student will audit the didactic course for the retake.

The passing grade for the classroom lecture portion of a course will be a minimum of 74% of the total possible points. Students must achieve a **minimum test average of 74%** before any other course grades (assignments, projects, participation, clinical performance, etc.) will be calculated into the final course grade. If the test average is below 74%, the final course grade will be recorded as the test average, regardless of other grades earned. A student who is unsuccessful in a didactic course with a co-requisite practicum course will receive the grade earned in the didactic course and will receive a drop in the practicum course. The student will be required to retake both courses.
Note: Final course grade values with decimal points will be rounded to the whole number if greater than .5, for instance, a 72.5 will reflect as a 73 and a 72.4 will reflect as a 72.

Incomplete Credits

The awarding of an "I" (incomplete) grade by faculty is not done casually. An "I" will be given only when an emergency or unexpected event prohibits the student from meeting course objectives in a timely manner. A student receiving a grade of "I" must arrange with the instructor to complete the course requirements as soon as possible.

Late Assignments

Timely submission of all assignments is essential for successful course completion. If a student anticipates any difficulty in meeting a published due date—such as illness, death of family member, or other personal circumstances—they must notify the appropriate faculty member as early as possible to request an extension. Extension requests must be submitted **prior to the assignment deadline**, except in the case of extraordinary circumstances.

For assignments and projects, students should contact the faculty member responsible for grading the work. Each request will be reviewed individually, and supporting documentation may be required. The faculty member will then determine whether to approve or deny the extension request. Please note that **technical issues (e.g., computer problems)** are **not** considered valid reasons for late submission.

Failure to follow the appropriate process for requesting an extension will result in the following grade penalties:

- **1 day late** – 5% deduction from the total possible points
- **2 days late** – 10% deduction from the total possible points
- **3 days late** – 15% deduction from the total possible points

Assignments submitted **more than three days past the due date** will **not be accepted**, unless extraordinary, documented circumstances (e.g., hospitalization or extended power outage) prevented the student from contacting faculty.

Clinical Courses

This late submission policy **does not apply** to BSN clinical courses. **All assignments in clinical courses must be submitted by the published due date.** Late submissions will receive a grade of **zero (0)** without exception.

Exams

Missed exams will receive a grade of zero (0) unless the student contacts the course lead faculty prior to the scheduled exam. Students who anticipate being unable to take an exam on time must notify faculty as soon as possible to discuss the situation.

Make-up exams are granted only in cases of extraordinary circumstances, at the discretion of the course lead faculty, and may differ in format (e.g., essay exam).

Program Dismissal

A student in the BSN Program at Faulkner University will be subject to dismissal for any of the following reasons:

- Student earns a *second* final course grade of below 74% in any course or has a test average below 74% in any course, didactic/clinical, at any time in the program.
- Behavior outside the program that results in a felony conviction, which may deem a student ineligible for licensure.

- Students will attest to their ability to perform all of the criteria within the Program's "Core Performance Standards" document with or without reasonable accommodations. If it becomes apparent to nursing faculty and staff that the student cannot perform components of the Performance Standards with reasonable accommodations; or the accommodations are not reasonable and would put an undue hardship on the university; or that the performance of these functions would significantly increase the risk the harm or jeopardize the safety of others, the program may dismiss the student from the program.
- Inability to use professional judgement and emotional maturity to seek help when needed to address personal issues that interfere with professional practice, act in a professional manner and ensure the safety of patients/ clients/ colleagues and faculty.
- Students may be dismissed for unprofessional behaviors such as: Violations of the Nursing Professionalism Policy, University Code of Conduct, or Academic Integrity Policy.
- Altering, misrepresenting, or falsifying a transcript, course record, or graded work to gain unearned academic credit.
- Accepting unearned credit or accepting a grade higher than the grade earned.
- Complicity.
- Planning or agreeing with another person or persons to commit any act of academic dishonesty.
- Changing or agreeing to have academic records changed, including receiving an unearned academic grade or credit not.
- Offering or accepting a payment or bribe related to academic work or records.

In general, it is a violation of the Academic Integrity Policy when a student does not follow any announced policy of an individual faculty member, department, college, or university. A student uncertain of the application of the Academic Integrity Policy to a particular circumstance should always consult with the appropriate faculty member.

Professional Liability Insurance

A specially designated student professional liability insurance policy is required of all nursing students who enroll in the Upper Division of the nursing program. The student policy covers work done as students in clinical courses and expires on the date of graduation. The policy does not cover the student while employed in clinical agencies. This policy is paid for by Faulkner University.

Standardized Testing Policy

All students enrolled in the Faulkner University BSN program will take assigned nationally normed HESI specialty exams in most courses and an Exit RN Exam in a course in the final semester of the program. These tests are required because evidence (Shah et al., 2022) shows they serve as predictors of the student's future performance on the NCLEX-RN Exam. Also, these examinations increase students' expertise and comfort level in taking standardized nursing tests. The exams will count a percentage of the final grade in each course (percentages may vary by course). To prepare for the comprehensive Exit Exam, students are required to remediate after each specialty exam according to the prescribed plan of study that accompanies the HESI feedback. Students must provide documentation of remediation after each specialty exam, prior to sitting for the respective course final examinations.

The cost of the examinations is included with the cost of books and other supplemental materials at the beginning of each semester. Students will be required to pay this cost directly to the vendor by the end of the first week of class. Failure to pay the fee will result in the student having to withdraw from the cohort. Readmission to the Upper Division will be competitive.

Tests will be conducted before the completion of all selected courses, as determined by faculty. The course instructor will administer these tests and share the results with each student. Following each standardized test, the instructor will schedule a counseling session with the student to review the results and, if necessary, develop a remediation plan.

HESI Specialty Exams

Most courses give two versions of the exams. The best attempt will be counted for grading. If a student scores 850 or higher on the 1st specialty exam, they are required to complete the recommended remediation but are not required to take the second HESI Specialty Exam. ***If remediation is not completed by due date, student will lose course points based on the late grade policy.*** **If the student does not complete the remediation, they will not be able to meet the competencies of the course and will receive a "fail" for the course.**

HESI RN Integrated Exam (Predictor/Exit)

Before graduating from the BSN program, students must achieve a passing score on the School of Nursing Exit Examination. A passing score is defined as a predictive score of 900 or higher on the NCLEX-RN Exam. A score greater than 900 on the exam has a 97% predictive validity for first-time pass success, indicating that students who achieve this benchmark are highly likely to pass on their first attempt. This Exit Exam will be administered during the student's final semester of nursing coursework. If a student does not pass on the first attempt, they must complete an approved remediation course before taking a second attempt. The required passing score for the second attempt is also defined as a predictive score of 900 or higher. Detailed information about the Exit Exam will be provided in the NUR 4241 Professional Practice & Licensure Seminar syllabus. This is not the only exam given in NUR 4241. The HESI RN Integrated Exam will be given early enough in the semester to allow for a second examination if the student scores below 900 on the first attempt. As with all other courses, students must maintain an overall course exam average $\geq$ 74% to pass the course.

Conversion of HESI Scores

The conversion score is 9% of the HESI score and can be calculated by multiplying the HESI score *.09. This would be the score entered into the grade book. For example, a student receiving a score of 856 on the specialty HESI exam would receive a 77.04 in the grade book (856 * .09 = 77.04).

HESI Exam Absence Policy

- For HESI exams for which students are allowed two attempts: if a student misses an exam (for an unexcused reason), his or her grade will be based on the one exam attempt that was completed with a 10% deduction. For an excused absence, with valid documentation, and instructor approval, a make-up exam may be scheduled.

- The student will need to remediate based on the initial score for the attempt that was taken and again for category below that score (double remediation).
- Example: Student scores 800 (72% grade based on HESI score conversion) on the first attempt. The student must follow the remediation policy for the score of 800. If the student misses the second attempt, a score of 62% (72%-10%=62%) is recorded for the student's grade and the student must remediate again based on a score in the 700s.
- For HESI exams for which students are allowed one attempt: if a student misses an exam without an approved absence, his or her grade will be zero for that portion of the course grade.

Testing

ExamSoft will be used for testing purposes in all BSN courses.

- Access Code: Your ExamSoft access code will be provided by your instructor. This access code will allow you to use ExamSoft across multiple courses for the semester only.
- Not having ExamSoft account set-up is not a justification for a missed exam and will be considered an unexcused absence. Students are responsible for ensuring assessments taken on ExamSoft are uploaded to the system when complete by the timeframe specified by the instructor. Students who fail to upload their complete exam within the specified timeframe risk losing their assessment data.
- Testing fees, including those paid towards ExamSoft and HESI resources, will not be reimbursed if student is unsuccessful, drops, or withdrawals from a course or the BSN program.
- Do not use any resources during an exam unless otherwise directed, prior to the exam, by the faculty teaching the class. Academic misconduct is not tolerated and, at a minimum, will result in a zero (0) grade for the exam (and may result in suspension from the University). With all exams, students are expected to abide by the Standards of Conduct.

Pre-Exam

- Take care of all personal needs (restroom, water/drink, etc.) *PRIOR* to entering the exam environment.
- Do not wear head coverings (caps, hats, etc.), earphones, or headphones during exams unless pre-approved by the faculty member. Never cover your ears.
- Turn off and remove all external electronic devices before an exam. No mobile (cell) phones, tablets, smartwatches, other computers, or other electronics of any kind are permitted. Any *appearance* of a student having or using one of these devices during the exam will earn the student a zero (0) on the exam.
  - o If your cell phone rings or vibrates during the exam, the instructor is authorized to deduct one percentage point from the exam grade.
- Remove all unauthorized materials (e.g., textbooks, notes, unapproved paper, etc.) from the exam area. These materials are strictly prohibited unless expressly permitted by your instructor.
  - o Exception - one blank sheet of scratch paper to write on during the exam may be provided by the instructor. All scratch paper must be turned into the instructor prior to leaving the examination area.
- Log into the exam within the first 15 minutes of the scheduled exam time.

- o   Close all applications on your computer.
- o   Log into ExamSoft, locate the exam, and begin exam

During the Exam

- *   ***REMINDER***– not complying with all instructions noted above (e.g., no unauthorized electronic devices, no unauthorized materials, etc.) will result in a zero (0) score on the exam.
- *   Keep your laptop active (not in sleep mode or with lid closed) throughout the exam
- *   Remain seated for the entire exam or as instructed per instructor's preference; keep your eyes on your computer screen; and do not talk or read out-loud.
- *   Complete exam items per instructions and check answers prior to moving to the next question (as you cannot return to a previously answered question once you move to the next question).
- *   Do not slam the door as you exit the testing environment. This will result in a point deduction to be determined by instructor.

Post-Exam

- *   As part of the overall learning process, faculty are available to provide students with a post-exam review. (Exception – faculty do not provide a post-exam review for the final exam.)
  - o   These reviews may occur as a class activity immediately following the exam or on an individual basis. If on an individual basis, after the exam, students desiring a post-exam review will be required to email the instructor to make an appointment or sign up during available office hours.
- *   During the exam review, students are not authorized to use a tape recorder, cell phone, other electronic device, unapproved paper or note cards, etc., to record/document the review. Any *appearance* of a student violating this restriction will result in a zero (0) on the exam.

Test Remediation

Students scoring less than 80% on any course examination will be required to remediate with the course faculty. Remediation is a critical piece of the testing process, improving student retention and academic success (Myles, 2018). Remediation is most effective when it is individualized based on the student's areas of weakness, and when there is a consistent remediation process across the curriculum (Mee & Schreiner, 2016).

Purpose

The purpose of remediation is to improve student's critical thinking, reasoning skills, and test taking strategies to achieve NCLEX success.
Following HESI Specialty and Exit Exams, students are required to remediate. The remediation requirements are dependent on each individual student's HESI score for each exam. HESI Exam Scores can be indicative of the student's level of risk for success in the program and on NCLEX. Students with lower HESI scores require more

intense remediation.

Procedure

Students, faculty and appropriate staff will use the following guidelines for all exam remediation. Students receive their HESI Exam reports and correlating online remediation within 48 hours of the exam being closed. From their HESI Exam student report, students can develop their personal plan for remediation using the following guidelines unless otherwise instructed.

Student Identification

In all settings, students within the BSN Program are required to wear their Faulkner University School of Nursing student badge. Students are required to follow the dress code policy. In the clinical setting, students must display their badge at all times. Patients will be notified of their student status and may refuse care.

Students who misplace or lost their student badge will be required to pay a $5 replacement fee. If a replacement is needed, please visit Shaneka Mosley in the Dean's Suite.

Student Placement for Clinical Rotations

All clinical placements will be made by the Director of Clinical Education (DCE) in collaboration with the Faculty. Placements are determined by academic and clinical education needs of each student and availability of clinical placements.
In the event that a clinical site must cancel a clinical rotation, available options will be reviewed by the DCE to identify alternative sites for appropriate placement. In the event that a change of sites results in a delayed start every effort will be made to make up the missed time in order to ensure students meet the course and program requirements. In order to avoid any conflict of interest, students must disclose prior sites of employment as well as any affiliated company in which the student is on scholarship. Failure to disclose conflict of interest information may result in removal of a student from a clinical site.

Clinical Experience Expenses

Students are responsible for all costs associated with the clinical education experience. This includes:
- Transportation to and from the clinical facilities as well as appropriate insurance for their vehicle.
- Any cost associated with acceptance to the particular clinical site (i.e. drug testing, background check, other facility required documentation)

Technology, Social Media, and Electronic Devices

Student use of cell phones, messaging devices and other technology and/or electronic devices (for example, but not limited to: recording devices, music players, PDAs, computers) is prohibited in classes unless specifically permitted by the instructor, and at

public events (for example, but not limited to: concerts, convocations, theatre productions, lectures) unless specifically permitted by the event sponsor. These devices are prohibited from being openly used in the clinical setting as well.

Social Media

Social media can serve as useful communication tools. However, health professions students should use the forums judiciously. Any use of social media with patient information, images, or identifying information is strictly prohibited and a HIPAA violation. NO postings regarding academic or clinical experiences, no matter how vague the postings are, may be placed on Facebook, SnapChat, X, Instagram, LinkedIn, blogs, written communications, electronic or any other social media by students. Additionally, please be aware of your own personal postings as your potential employers are now using social media sites as ways to screen applicants for jobs. Be careful what you allow others to see on your social media site.

Technology Requirements

The School of Nursing uses various services for instruction and testing. Each service may vary with technology requirements. Students are required to update their equipment to ensure compatibility with the services utilized by the School of Nursing. Internet access is required. Additionally, students are required to have a laptop with camera, microphone, and WiFi capabilities.

Students accept responsibility of and risk for potential damage to personal computer while on campus. Faulkner University School of Nursing faculty, staff, and fellow students are not responsible or liable for any damages that may occur to these devices while being used in classroom or lab.

Examplify Requirements

https://examsoft.com/resources/examplify-minimum-system-requirements/

Windows
- **Operating System**: 64-bit versions of Windows 10 or Windows 11.
- Alternate versions of Windows 10 and Windows 11, such as Windows RT and Windows 10 and 11 S, are NOT supported at this time.
- *If you are using a Microsoft Surface device, **please read this article** for important instructions on Windows 10 and 11 "S mode" versus the standard Windows 10 or 11. S mode is not compatible with Examplify.*
- Only genuine versions of Windows Operating Systems are supported.
- The versions of Windows certified for use are Windows 10 22H2, Windows 11 23H2, and Windows 11 24H2.
- For a better experience, we recommend that you take your exam on the same Operating System version that you have recently completed a successful mock exam.
- The English (United States) Language Pack must be installed.
- ExamSoft does not support tablet devices other than Surface Pro as detailed above.
- **CPU Processor**: Non-ARM-based processor supported by your operating system.
- **RAM**: 4GB of usable RAM or higher
- **Hard drive**: 4GB or higher of available space.

- For technical troubleshooting, account passwords including BitLocker keys, may be required.
- Internet connection for download, registration, exam download, upload, and some exam features.
- **Screen resolution**: at least 1280 x 768. Scaling should be set to 100%.
- No Chromebook or Linux
- **Browsers**: Chrome or Firefox

macOS

- **Operating System**: macOS Ventura, Sonoma or Sequoia
- Only genuine versions of Mac operating systems are supported.
- For a better experience, we recommend that you take your exam on the same Operating System version that you have recently completed a successful mock exam.
- May be used on an iPad
- **CPU**: Intel or M series processor.
- **RAM**: 4GB or higher.
- **Hard Drive**: 4GB or higher available space.
- For technical troubleshooting, account passwords including device passwords may be required.
- Server version of Mac OS X is not supported.
- Internet connection is required for download, registration, exam download and upload.
- **Screen resolution**: at least 1280 x 768. Scaling should be set to 100%.

Elsevier/Evolve Requirements

https://service.elsevier.com/app/answers/detail/a_id/8199/supporthub/evolve/kw/system+requirements/

- **Browser (Latest Version Recommended):**
  - Google Chrome™
  - Mozilla Firefox®
- **Device Operating System:**
  - **PC:** Windows 8 or higher
  - **Mac:** macOS 10.14 or higher
- **RAM:** 4–8 GB
- **Display Resolution:** 1280 × 800

Transportation

Students must provide their own transportation or make arrangements to share this expense with fellow students in the same course/clinical.
• Tickets and Fines
  ▪ Tickets and/or fines received are the driver's responsibility.
  ▪ Alabama law requires that seatbelts be worn by drivers and passengers.
  ▪ No texting while driving is a Alabama law.
• All students owning/driving autos for clinical experiences must have automobile liability insurance.

• Students are not permitted to transport clients or family members of clients in their own or other vehicles at any time. Malpractice liability insurance does not provide coverage should an accident or other untoward event occur while transporting a client. Students are encouraged to assist the client to make transportation arrangements with family, friends, neighbors, volunteer agencies, or public transportation resources.

Tuition and fees

Nursing tuition and fees for the length of the program: $450 per credit hour with fees of $2,300 per semester (*subject to change: Tuition and fees are officially established annually at the Faulkner University Board of Trustees meeting.)
Books and supplies: These are subject to change each semester. Students are required to purchase books and course materials through Elsevier. Each cohort will be provided with book and supply lists prior to the start of each semester.

Incoming cohorts will be required to purchase a lab kit. The lab kit will be purchased in bulk by the program. The student will then purchase from Faulkner. Once the lab kit is in the possession of the student, it is the student's responsibility to maintain the content of the kit. Materials in the kit will be used throughout the program.

Withdrawal and Refunds

The BSN Program will follow Faulkner University policy for refunds in the case of student withdrawal. If a student withdraws from classes, they are only subject to a refund if they withdraw within a specified time frame. A student who withdraws through the 14th day from start date of term 100% refund, less $110. Through the 21st day from start date of term: 50% refund, and after the 21st day of start date of term: 0% refund. Drop fees are assessed on the first day of class.

Students may voluntarily withdraw from the Program at any time. The student must notify the Program Director in writing of their request to withdraw from the Program. All voluntary withdrawals are effective at the time the request is received. Any student who voluntarily withdraws from the Program will not automatically be readmitted at a later date. To be considered for possible readmission, the student must reapply to the Upper Division.

The School of Nursing will notify Elsevier of any student who withdraws from the program. It is the student's responsibility to negotiate any refunds with Elsevier.

Weather (Inclement)

If the university is open and hazardous conditions exist where the student lives, the nursing student is expected to make the judgment as to whether it is safe to travel to campus or to the clinical setting **(see Classroom and Clinical Attendance guidance regarding instructor notification)**. This absence can be made up if appropriate communication is made with the clinical instructor. Students should check with course faculty for further instructions. A final decision about clinical cancellation will be up to the Program Director after consulting with the Dean of the College of Health Sciences.

FAULKNER STUDENT SERVICES

Academic Support

The Faulkner University Academic Center for Excellence offers a variety of academic services for all students free of charge. For more information go to: https://www.faulkner.edu/academic- resources/academic-center-for-excellence/

Access to Facilities and Maintenance of Facilities and Equipment

1. Students may use the laboratories or classrooms whenever they are not in use in accordance with posted schedules. Students will have access to the CHS building from 6:00am until 11:30pm each weeknight (Monday-Thursday), 6:00am until 5:00pm on Fridays, and 9:00am until 8:00pm on Saturdays and Sundays. Additional times will be scheduled when certain equipment will be available for practice. These times will be posted in advance.
2. Students must utilize their keycard badge for entrance into the facilities. Students failing to bring their keycard badge may be denied entrance. Students are not allowed to let individuals into the building who do not have proper identification. This is a safety issue.
2. Access to laboratories and classrooms are limited to students matriculating in the respective program or by the permission of program faculty. Under no circumstances are guests, family or friends allowed in the laboratories without prior permission of the Program Director or the Director of Clinical Education.
3. Students who use the laboratory or classrooms are responsible for keeping the room neat and clean and returning all items to their original place. Prior to leaving the room, ensure that tables and stools are in the appropriate position, equipment is properly stored, and lights are off.
4. Students are permitted to use only equipment for which they have been instructed in its proper use by the faculty and instructors. Some equipment may be secured in locked storage locations due to expense. Students will be made aware of such equipment during laboratory classes.
5. Under no circumstances is equipment to be utilized for personal use or to provide intervention to anyone, including students, friends or family.
6. Students are expected to use good judgment in utilizing the laboratories in such a way as to promote personal safety and to protect the equipment from damage.
7. To protect the equipment, students must not wear items such as shoes, jeans, rings, jewelry or any clothing that have sharp edges on any treatment surface, including treatment tables.
8. No food or drink is allowed in the laboratories. No gum chewing.
9. All equipment must remain in the designated labs at all times, unless prior permission is granted by the Program Director, Assistant Program Director, Director of Clinical Education, or Clinical Skills Lab Coordinator.
10. Students are to report immediately to the Clinical Skills Lab Coordinator any damage to equipment so that proper measures can be taken to remove and repair equipment.
11. Professional behavior includes taking care of all facilities and equipment, cleaning up after oneself and protecting others from harm. Students should report violations of these

policies by other students to the Program Director. A violation of these rules can result in termination of the privileges of unsupervised use of the laboratories. Damage done to equipment and/or departmental spaces, when due to negligence, may lead to dismissal from the program.

12. Students are not permitted in the Nursing Clinical Skills Lab after hours without faculty/staff supervision.

Chapel Requirements

While Chapel attendance is required of all full-time students attending day classes on the Montgomery campus, BSN students have this requirement waived due to the block nature of courses and clinical requirements. Chapel is open to all students, faculty, staff, friends, family members and other visitors who wish to worship. Students are encouraged to attend Chapel when not in class or clinical. Chapel is a period of worship, and all attendees are expected to conduct themselves in a reverent manner. Those interested in volunteering to assist with Chapel planning, organization, or service should contact Colt Mahana at cmahana@faulkner.edu. Additionally, the CHS has a campus minister, Josh Fowler. He can be contacted at jfowler@faulkner.edu.

First Aid/AED

Accidents or injuries requiring first aid care should be reported to the Administrative Assistant. First Aid supplies are stored in the Administrative offices. More serious injuries or conditions should call 911.An AED is available in the CHS hallway near the Simulation lab.

Campus Public Safety 334-386- 7415, or call Student Health Services at 334-386-7183.

Reporting Personal Injuries

Students are to report immediately to the Program Director and/or Administrative Assistant any personal injuries that occur during regular business hours. In cases that require Emergency Medical Services, students should call 911. If the injury occurs after regular business hours, students should immediately contact the Faulkner University police. The on-duty officer can be contacted at: 334-239-5496, 24 hours per day, 7 days a week. The police and/or student should then contact the Program Director to notify them of the injury. An Injury Report Form must be completed within 48 hours of injury.

Safety

The Faulkner Police Department serves the Faulkner community by providing professional law enforcement and emergency response services around the clock, every day of the year. In close cooperation with the Montgomery Department of Public Safety, our professionally trained officers are continuously available to answer calls for service and to respond to any emergency on campus.

Department Phone: 334-
386-7415 Email:
police@faulkner.edu
The on-duty officer can always be contacted at: 334-239-5496

In an effort to provide the best possible emergency services to Faulkner's community, the Faulkner Police Department maintains a close working relationship with the Montgomery Police Department. Patrol and dispatch services are provided 24 hours a day, with immediate access to municipal emergency services. The Faulkner Police Department monitors the National Weather Service radio network. A campus-wide alerting system notifies the campus community of threatening weather conditions.

The department maintains records of incidents that have occurred on campus and such statistical data is available in public safety's annual report. The ultimate responsibility for personal safety rests with each individual. Individuals should be aware of their surroundings and potential risks to personal safety, exercise caution and take reasonable actions to protect themselves, walk with friends in lighted areas at night, keep residence halls secure, lock room doors, do not prop open outer doors, know building evacuation procedures, know how to contact proper authorities, how to drive defensively, and report suspicious activities.

A safety escort service is available for all students during the day or night. Escorts are provided to any destination on campus. The escort service is provided for safety-related reasons only. Because there is safety in numbers, groups of three or more students are encouraged to walk to their destination. The escort is given by either foot or vehicular patrol.

All clinical sites are required to provide a safe environment for our students. All clinical sites are evaluated for any safety concerns during the initial site visit by the clinical coordinator. At clinical site hospitals, each facility has their own security department. The clinical site security departments are responsible for providing a secure, safe work environment for employees and our students. Sites are evaluated by the clinical coordinator for ongoing safety. If the site cannot provide a reasonably safe environment for the student, the site will not be utilized. Students will be provided information during their program orientation regarding general safety. Students will be able to make comments on the security and safety of a clinical site at the conclusion of the rotation. If for any reason the student does not feel safe during the clinical service rotation, they will contact the Director of Clinical Education.

Student Life Conduct

The *Faulkner University Student Handbook* which is available on the Faulkner University website outlines student life regulations, policies and procedures for student conduct and for disciplinary actions for violations of University policy, procedures, principles, or regulations.

The President of the University has delegated the responsibility of student conduct to the Vice President for Student Services, managed through the Dean of Students. This position is charged with the responsibility for student life, student conduct and student discipline.

Students are responsible for reviewing and following the policies, procedures, principles, and regulations set forth in the *Student Handbook*.

Student Health Services

The program's principal faculty, program director, or staff will not provide any medical care for a Faulkner University student.

If students need medical care, they may utilize the University Health Center, located on the first floor of the Tine Davis Gym on the Montgomery campus, which provides a registered nurse (RN) to assist students with basic health services and health care needs. These services are provided by the RN and are free to all students (pursuant to the Alabama Board of Nursing: Nursing Practice Act 610-X-6-.03)
- Nursing care and patient counseling.
- Health promotion and well-being services such as blood pressure checks and temperature checks.
- Basic treatment of minor cuts, minor sprains, flu, cold, and other minor illnesses.
- Referrals and assistance in making appointments with a physician, nurse practitioner, physician assistant or other healthcare providers for other treatments and care.

Note: All fees associated with these providers or services are the sole responsibility of the student.

The University Counseling Center, located on the second floor of the Harris-Parker Bible building on the Montgomery Campus, provides confidential counseling services for personal, emotional, social, and mental health concerns students may face. The University Counseling Center is a service for current Faulkner students. Counseling is available by appointment. Referrals will be made to community mental health providers when the needs of the student cannot be met by the University Counseling Center. Note: All fees associated with community providers or services are the sole responsibility of the student. The University Counseling Center employs three master's level counselors for students.

Health Record Confidentiality
Student health records are confidential and will not be accessible to or reviewed by the program director, medical director, principal or instructional faculty. Student health records are stored and maintained in the Student Health Center. Program faculty and staff do not have access to student health records as they are protected by the Health Insurance Portability and Accountability Act (HIPAA) regulations. Students are provided notice of these privacy rights via the University Health Services Privacy Notice. The notice instructs students how to file a complaint if these privacy rights are violated.

Appendix 1

Student Acknowledgement of Receipt of Student Handbook

I, _____ (print name), have received and will review Faulkner University's BSN Program Student Handbook and agree to abide by the policies, procedures, and requirements therein. I understand that Faulkner University reserves the right to make changes to the handbook as needed, and I understand that if changes or additions are made to this handbook, I will be notified either in writing or via university email. By signing below, I attest that I will read and will comply with all contents of the Faulkner University BSN Program Student Handbook.

Student Signature: _____

Date: _____

Appendix 2

Professionalism Policy

"The skill, good judgment, and polite behavior that is expected from a person who is trained to do a job well." - Merriam-Webster

Guidelines for Ethical Conduct for the Nursing Profession

ANA Code of Ethics: https://codeofethics.ana.org/provisions

ANA Standards of Professional Performance:

- Ethics: Nurses practice ethically.
- Culturally Congruent Practice: Nurses practice in a manner that is congruent with cultural diversity and inclusion principles.
- Communication: Nurses communicate effectively in all areas of practice.
- Collaboration: Nurses collaborate with healthcare consumers and other key stakeholders in the conduct of nursing practice.
- Leadership: Nurses demonstrate leadership in the professional practice setting and the profession.
- Education: Nurses attain knowledge and competence that reflects current nursing practice.
- Evidence-Based Practice and Research: Nurses integrate evidence and research findings into practice.
- Quality of Practice: Nurses contribute to quality nursing practice.
- Professional Practice Evaluation: Nurses evaluate their own nursing practice in relation to professional practice standards and guidelines, relevant statutes, rules, and regulations.
- Resource Utilization: Nurses utilize appropriate resources to plan and provide nursing services that are safe, effective, and financially responsible.
- Environmental Health: Nurses practice in an environmentally safe and healthy manner.

<u>PROFESSIONALISM INFRACTIONS</u> include, but are not limited to:

- Failure to demonstrate professional relationships with faculty, preceptors, patients, or employees of the University or clinical site
- Does not function or interact appropriately within groups
- Insensitivity to the needs, feelings, or wishes of others
- Use of demeaning or disrespectful language about others
- Abusive or arrogant during times of stress
- Inadequate personal commitment to honoring the needs of patients
- Resistant or defensive in accepting criticism
- Remains unaware of his/her limits
- Resists considering or making changes based on feedback
- Appears to seek or accept the minimally acceptable level of effort as a goal
- Failure to follow protocol regarding absence from class or clinical rotation
- Repeatedly tardy to class, clinic, or mandatory school sponsored events
- Participates in any action that could result in legal action being taken against the student by the clinical site or University
- Insubordination
- Failure to fulfill responsibilities reliably
- Misrepresents or falsifies actions and / or information
- Failure to accept responsibility for actions
- Use of his/her professional position to take advantage of a patient emotionally or sexually
- Other professional shortcomings including violations of program specific professional requirements.

Students violating the Professional Code of Conduct will be counseled about professional behavior and a remediation plan reviewed. If further professionalism infractions occur, **regardless of student academic performance**, the student will be referred to the Vice President for Student Services, through the Dean of Students and dismissal from the program will be considered.

Student Signature_____
Date_____

Appendix 3

Core Performance Standards

All students enrolled in the nursing program are expected to meet the core performance standards required for safe and effective nursing practice. These standards include, but are not limited to, critical thinking, communication, mobility, motor skills, hearing, visual, and behavioral/emotional stability.

It is the responsibility of the student to ensure they are able to meet these standards throughout the duration of the program.

If a student requires special accommodations, it is their responsibility to contact the Center for Accessibility Services to request appropriate support.

In the event of any change in a student's ability to meet the core performance standards, the student must promptly notify both the Center for Accessibility and the Program Director to initiate a review and determine appropriate next steps.

Requirements	Standards	Examples
Critical Thinking	Critical thinking ability for effective clinical reasoning and clinical judgment consistent with level of educational preparation	- Recognizing cause-and-effect relationships in various clinical scenarios - Applying scientific methods to create effective patient care plans - Assessing and refining nursing interventions for improved patient outcomes
Professional Relationships	Interpersonal skills sufficient for professional interactions with a diverse population of individuals, families, and groups	- Building rapport and trust with patients, clients, and colleagues - Engaging in constructive conflict resolution strategies - Demonstrating accountability and collaboration with peers
Communication	Communication adeptness sufficient for verbal and written professional interactions	- Clearly explaining treatment procedures and initiating health education

		- Accurately documenting and interpreting nursing interventions and patient responses
Mobility	Physical abilities sufficient for movement from room to room and in small spaces	- Navigating efficiently through patient rooms, workspaces, and treatment areas - Performing emergency procedures such as cardiopulmonary resuscitation (CPR)
Motor Skills	Gross and fine motor abilities sufficient for providing safe, effective nursing care	- Adjusting and utilizing medical equipment with precision - Ensuring proper therapeutic positioning and handling of patients
Hearing	Auditory ability sufficient for monitoring and assessing health needs	- Detecting alarms from monitoring devices and other critical emergency signals - Identifying auscultatory sounds and responding to calls for assistance
Visual	Visual ability sufficient for observation and assessment necessary in patient care	- Closely monitoring patient conditions and evaluating responses to treatments
Tactile Sense	Tactile ability sufficient for physical assessment	- Performing palpation techniques in physical assessments and therapeutic interventions
Behavioral/Emotional Stability	Ability to maintain composure, emotional control, and professional behavior in stressful, rapidly changing, or emotionally charged environments.	-Demonstrating patience and professionalism when dealing with difficult patients, families, or colleagues. -Accepting constructive feedback and adapting behavior accordingly.

Adapted from the Southern Regional Education Board. (2008). *Americans with Disabilities Act: Implications for Nursing Education.* **Retrieved January 29, 2025** https://www.sreb.org/publication/americans-disabilities-act

Failure to disclose changes or seek accommodations in a timely manner may impact the student's progression in the program.

Student Signature_____

Date_____

Appendix 4

FERPA Student Consent Form

Faulkner University, in accordance with the Federal Family Educational Rights and Privacy Act (FERPA), seeks to assure the highest levels of confidentiality regarding student records and information. Student information will not be disclosed to a third party without the written consent of the student, unless directed by law.

As a student, you are eligible to designate a parent, guardian, or spouse to whom appropriate information can be released. By granting consent, you also grant the designee, access to your Faulkner student account.

AUTHORIZATION TO RELEASE INFORMATION

I,_____ , am/will be a student at Faulkner University.
       Print Name of Student

I hereby provide written authorization, as required under 20 USC 1232g (the Federal Family Education Rights and Privacy Act), and any similar state law, for Faulkner University to release all appropriate information and records to the designated third party listed below:

Signature of Student _____
Date_____ Student ID Number_____

NOTE TO THE DESIGNATED THIRD PARTY: Most of the information you will have questions about related to a student account will be answered on Faulkner student account. In order to access this information, you will need the student's login and password. This should be provided by the student to you. Regarding all telephone or email inquiries for information, you will be asked to provide the student identification number before any information will be released.

NO RELEASE OF INFORMATION

Students not granting consent for the release of information and/or records must sign below. I do not provide authorization to release information and records to a third party

Signature of Student _____

Date_____ Student ID Number_____

Appendix 5

Verification of Receipt of Information Regarding Alabama Board of Nursing Licensure Requirements

I have been informed about licensure as a registered nurse which is published by the Alabama Board of Nursing. I have had an opportunity to ask questions and understand that I must meet the stated qualifications in order to be approved by the State Board of Nursing to take the licensure examination (NCLEX-RN).

I understand that graduating from Faulkner University School of Nursing's BSN Program does not guarantee that I will be granted permission to take NCLEX-RN - only the Board of Nursing (to which I apply) may approve my request to take the licensure examination (NCLEX-RN).

NOTE: If you have had a felony conviction or other legal problem, it is your responsibility to check with the Board of Nursing to determine your eligibility for taking the licensure examination.

For more information, published by the Alabama Board of Nursing regarding licensure requirements for a registered nurse, I understand that I may access their web site at www.abn.state.al.us, click on Disciplinary Action, and read "Grounds for Denial of a License". If seeking licensure in a state other than Alabama, I understand that the requirements of that state's licensing board are applicable.

_____   _____

Student's Name (Print)   Date

_____   _____

Signature of Student   Date

Appendix 6

Disclosure of Legal Convictions and Arrests Statement for Nursing Students

As a precursor to participating in clinical learning activities, nursing students in the Faulkner University School of Nursing must have completed and signed this "Disclosure of Legal Convictions and Arrests Statement for Nursing Students" which indicates understanding of the following statements and reporting of legal convictions.

I understand that it is a requirement for students enrolled in the School 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; including those that have been expunged from your record of arrest or conviction. These will often show up on the background check and will result in a dismissal from the School of Nursing if not disclosed.

I understand that if evidence of legal convictions or arrests while enrolled in the School of Nursing are discovered it may prevent my participation in clinical activities and result in dismissal from the School of Nursing.

I understand that I have 24 hours to report any current arrest to the Program Director and that I will be unable to participate in clinical activities until the issue is resolved.

I further agree to, and hereby authorize, the release of my disclosure of legal convictions and arrests statement to an appropriate representative of the agency for the sole purpose of determining eligibility to participate in clinical activities within the agency.

I hereby consent to submit to a criminal background check as required by contractual agreements with clinical agencies.

For each of the statements below indicate your legal convictions by circling the appropriate response.

I (have been) (have not been) convicted of a misdemeanor crime within the last 7 years (repeated misdemeanor convictions). If yes, please give date(s) and explanation:

I (have been) (have not been) convicted of a felony. If yes, please give date(s) and explanation:

_____

I (have been) (have not been) convicted of a sexual offender crime. If yes, please give date(s) and explanation:

_____

I (have been) (have not been) sanctioned by the Office of the Inspector General (OIG). If yes, please give date(s) and explanation:

_____

(Additional explanation information may be provided at the bottom of the page.)

I do hereby swear or affirm that I have read and understand the requirements of this policy, I have reported true and accurate information regarding legal convictions, and I will comply with the requirements of this policy.

Date: _____

Student Printed Name: _____

Student Signature: _____

FAULKNER
SCHOOL OF NURSING

Appendix 7

Permission to Receive Text Communications

I hereby give my permission to receive text message communications from Faulkner University and the School of Nursing, including but not limited to important announcements, class updates, scheduling reminders, and emergency notifications. I understand that these messages may be sent through a third-party service provider on behalf of Faulkner University and/or the School of Nursing, and that standard messaging rates may apply depending on my mobile service plan.

I acknowledge that I may opt out of receiving text messages at any time by notifying the appropriate office in writing or following the opt-out instructions provided in the messages.

Student Printed Name: _____

Student Signature: _____

Mobile Number: _____

Date: _____