Welcome to the 2021-2022 Associate Degree Nursing (ADN) Student Handbook. The ADN Student Handbook is developed for students admitted into the ADN Program to provide information about the ADN Program guidelines and procedures.

The ADN Student Handbook outlines essential information from South Texas College, the NAH Division, and the ADN Program, including policies and procedures, expectations of students, student code of conduct, and professional conduct.

The ADN Program students are responsible for knowing the information contained herein and complying with the policies, procedures, and guidelines outlined in the STC Student Handbook, NAH Student Handbook, and ADN Student Handbook. Students are responsible for being abreast with the updates of the handbook, including guidelines and procedures.

The NAH Division and ADN Program reserve the right to change policies and procedures without notice. The ADN Student handbook is not intended to be and should not be regarded as a contract between the College, the NAH Division, and any student or other person.


Also, please note that the electronic version of the ADN Student Handbook will be the one that is updated. The electronic version should be consulted as the primary resource.

South Texas College
Nursing & Allied Health
1101 E. Vermont Avenue
McAllen, Texas 78503

Notice of Non-Discrimination
South Texas College is an equal education and equal employment opportunity/affirmative action employer. As an equal education institution and equal opportunity employer, the College does not discriminate on the basis of race, color, national origin, religion, age, sex, sexual orientation, gender, gender identity, disability, genetic information, or veteran status. Discrimination is prohibited and the College will comply with all applicable College policies, and state and federal legislation. This statement extends to individuals seeking employment with and admission to the College.

For inquiries or more information, contact Director of Human Resources at HR.Administrators@southtexascollege.edu or visit the Notice of Non-Discrimination website at https://www.southtexascollege.edu/about/notices/notice-of-non-discrimination.html.

Associate Degree Nursing Approval
South Texas College Associate Degree Nursing Program is approved by the Texas Board of Nursing. Contact the Texas Board of Nursing at 333 Guadalupe, Suite 3-460, William P. Hobby Building, Austin, TX 78701-3944, 512-305-7400, email address: webmaster@bon.texas.gov.

South Texas College Accreditation
South Texas College is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award the Baccalaureate and Associate degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500.

Associate Degree Nursing Accreditation
This nursing education program is accredited by the Accreditation Commission for Education in Nursing. Contact Accreditation Commission for Education in Nursing (ACEN), 3343 Peachtree Road NE, Suite 850, Atlanta, GA 30326, 404-975-5900, www.acenursing.org.

South Texas College – Associate Degree Nursing Program
I, [Name], will fill in the page number in the Student Handbook to indicate that I know where to locate the guidelines and procedures.

RNSG [Course Number]  Semester [Semester]  Level [Level]  Initial [Initial]

**REFERENCE**

- Academic Integrity: Student Handbook, page [Page]
- Class Attendance and Participation: Student Handbook, page [Page]
- Clinical Experiences: Student Handbook, page [Page]
- Professional Appearance: Student Handbook, page [Page]
- Course Grade Appeal: Student Handbook, page [Page]
- Requesting Special Accommodations: Student Handbook, page [Page]
- Pregnant and Parenting Students: Student Handbook, page [Page]
- Program Learner Outcomes: Student Handbook, page [Page]
- Safe Clinical Practice Standard: Student Handbook, page [Page]
- Social Media Policy: Student Handbook, page [Page]

Social Media Policy by Texas Board of Nursing Implications: [https://www.bon.texas.gov/practice_bon_position_statements.asp](https://www.bon.texas.gov/practice_bon_position_statements.asp)

Texas Board of Nursing Rules & Regulations relating to Nurse Education, Licensure and Practice: [https://www.bon.texas.gov/laws_and_rules_rules_and_regulations.asp](https://www.bon.texas.gov/laws_and_rules_rules_and_regulations.asp)

I have read, understood, and will abide by the policies, procedures, rules, and regulations outlined in the Associate Degree Nursing (ADN) Student Handbook during my tenure as a nursing student at South Texas College. My initials and signature indicate my understanding and acceptance of my responsibilities as an ADN student. I further understand that new STC policies, guidelines, and procedures may be implemented to adhere to during my tenure as an ADN nursing student. I am responsible for staying informed of new STC policies, guidelines, and procedures through the ADN website, course syllabus, announcements in class, and through the student representative of my cohort.

**COMMITMENT**

Received and acknowledged by: __________________________
Student signature: __________________________ Date: __________________________

Printed Faculty Name: __________________________
Faculty signature: __________________________ Date: __________________________
## CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>PREFACE</td>
<td>1</td>
</tr>
<tr>
<td>Acknowledgement of Student Handbook</td>
<td>1</td>
</tr>
<tr>
<td>STAFF &amp; STUDENT SERVICES CONTACT INFORMATION</td>
<td>7</td>
</tr>
<tr>
<td>VISION, MISSION, AND PHILOSOPHY</td>
<td>8</td>
</tr>
<tr>
<td>PROGRAM LEARNING OUTCOMES</td>
<td>11</td>
</tr>
<tr>
<td>Alignment of Course Learning Outcomes and Program Learning Outcomes</td>
<td>12</td>
</tr>
<tr>
<td>Alignment of Course Learning and Program Learning Outcomes per Course</td>
<td>13</td>
</tr>
<tr>
<td>ADN PROGRAM INFORMATION AND REQUIREMENTS</td>
<td>19</td>
</tr>
<tr>
<td>Admission Criteria</td>
<td>19</td>
</tr>
<tr>
<td>Admission to South Texas College</td>
<td>19</td>
</tr>
<tr>
<td>Admission to the Associate Degree Nursing Program</td>
<td>19</td>
</tr>
<tr>
<td>Mandatory Orientation and Boot Camps in the ADN Program</td>
<td>19</td>
</tr>
<tr>
<td>Procedure for Dosage and Calculation Math Exam</td>
<td>19</td>
</tr>
<tr>
<td>Transfer Students</td>
<td>19</td>
</tr>
<tr>
<td>STC STUDENT SERVICES</td>
<td>20</td>
</tr>
<tr>
<td>ADN PROGRAM STANDARDS</td>
<td>21</td>
</tr>
<tr>
<td>Guidelines and Procedures</td>
<td>21</td>
</tr>
<tr>
<td>Class Attendance and Participation</td>
<td>21</td>
</tr>
<tr>
<td>Absence due to COVID-19 Precaution:</td>
<td>22</td>
</tr>
<tr>
<td>Examination Absence:</td>
<td>22</td>
</tr>
<tr>
<td>Excused absence:</td>
<td>23</td>
</tr>
<tr>
<td>Late Course work:</td>
<td>23</td>
</tr>
<tr>
<td>RELIGIOUS ACCOMMODATIONS:</td>
<td>23</td>
</tr>
<tr>
<td>Alternative Learning Experiences</td>
<td>23</td>
</tr>
<tr>
<td>Course Syllabus</td>
<td>24</td>
</tr>
<tr>
<td>Confidentiality</td>
<td>24</td>
</tr>
</tbody>
</table>
Individual Learning Achievement Plan for Success (ILAP) ................................................................. 25
Guidelines for Written Work .................................................................................................................. 26
Faculty and Student Communication .................................................................................................. 26
Professional Appearance .................................................................................................................... 26
Nursing Skills Lab/Simulation/Computer Lab ...................................................................................... 28
  Skills Laboratory ................................................................................................................................. 28
  Simulation Laboratory .......................................................................................................................... 28
  Computer Laboratory .......................................................................................................................... 28
Student Discipline .............................................................................................................................. 28
Grievance Policy and Procedure ......................................................................................................... 29
Communication Channels ................................................................................................................... 29
Complaints and Grievances .................................................................................................................. 29
Employment While in the Program ....................................................................................................... 30
Progression Criteria to Next Level ...................................................................................................... 30
Course Grade Appeals .......................................................................................................................... 30
Graduation Requirements .................................................................................................................... 30
Pinning and lamp Ceremony .................................................................................................................. 30
Texas Board of Nursing Affidavit of Graduation ............................................................................... 31
STUDENT CODE OF CONDUCT .......................................................................................................... 31
Professional Behavior .......................................................................................................................... 31
Unprofessional Behaviors ...................................................................................................................... 31
Professional Clinical Behavior ............................................................................................................. 32
Student Discipline Classroom/Clinical Process .................................................................................... 32
Academic Integrity ............................................................................................................................... 32
Social Media Policy ............................................................................................................................ 33
  Social Media Policy by Texas Board of Nursing (BON) Implications .................................................. 33
Safety Procedures .................................................................................................................................. 34
  Emergency Messages .......................................................................................................................... 34
Clinical Requirements .............................................................................................................. 48
  Clinical Attendance .................................................................................................................. 49
  Clinical Communication ......................................................................................................... 49
Clinical Warning ...................................................................................................................... 50
Failure to meet the standard ...................................................................................................... 50
Health Examination .................................................................................................................. 50
Healthcare-Associated Infection Guidelines ............................................................................ 51
Functional Abilities Standard .................................................................................................. 51
Preceptorship/Capstone Procedure .......................................................................................... 52
PROGRAM COMMITTEES ........................................................................................................ 54
  Organization and Composition of the Program Committees .................................................. 54
  Informatics Committee .......................................................................................................... 54
  Admission and Readmission Committee .............................................................................. 55
  Curriculum Committee ......................................................................................................... 55
  Student Affairs Committee .................................................................................................... 56
  Evaluation and Examination Committee .............................................................................. 56
  Math Dosage and Calculation Ad Hoc Committee ................................................................. 57
  Clinical and Simulation Committee ....................................................................................... 58
DISCIPLINARY ACTION PROCESS ....................................................................................... 59
READMISSION PROCEDURE .................................................................................................. 60
  Failing Grade in Didactic Classes with Associated Clinicals .................................................. 60
  Student Withdrawal: with a Failing Grade ............................................................................ 60
    Phase 1: ................................................................................................................................. 60
    Phase 2: ................................................................................................................................. 61
    Phase 3: ................................................................................................................................. 61
  Student Withdrawal: Documented Medical Reason or Extenuating Circumstance .............. 62
    Phase 1: ................................................................................................................................. 63
  Incomplete Grade .................................................................................................................... 64
    Procedure – Pregnant and Parenting students under Title IX ............................................. 64
Procedure – Medical leave and/or extenuating circumstance(s) .................................................. 64
Procedure – Medical leave and/or extenuating circumstance(s) Due to COVID-19 ......................... 65
StudentS with Failing GradeS in Any (1) one RNSG Course .......................................................... 66
  Phase 1: ........................................................................................................................................ 66
  Phase 2: ........................................................................................................................................ 67
  Phase 3: ........................................................................................................................................ 67
  Ineligible for readmission students: Refer to NAH Student Handbook ............................................. 68
IMPORTANT WEBSITES .................................................................................................................. 69
FORMS ........................................................................................................................................... 58
  Course Syllabus Acknowledgement Form ..................................................................................... 59
  Statement of Commitment ............................................................................................................. 60
  Professional Appearance Standard Checklist .............................................................................. 61
  Clinical Requirements ................................................................................................................. 62
  Mandatory Orientation/Boot Camp Waiver ................................................................................. 63
  Item Distribution Form .................................................................................................................. 64
  Student Conference Form ............................................................................................................. 65
  Late Coursework Form .................................................................................................................. 66
  Skills Lab Review Referral .......................................................................................................... 67
  Student Exam Item Challenge Form ............................................................................................. 68
  Issuance of a Grade of “I” (Incomplete) ....................................................................................... 70
  Community Teaching Project ....................................................................................................... 71
  Community Project Peer-Evaluation ............................................................................................. 72
  Conference Essay .......................................................................................................................... 73
  Case Study Grading Rubric ......................................................................................................... 74
  Creighton competency evaluation instrument .............................................................................. 75
  Individual Learning Achievement Plan Phase 1 ........................................................................... 76
  Individual Learning Achievement Plan Phase 2 ......................................................................... 77
  Remediation Portfolio Rubric ......................................................................................................... 78
  Graduation Clearance for Affidavit of Graduation (AOG) ............................................................ 79
STAFF & STUDENT SERVICES CONTACT INFORMATION

ADN PROGRAM STAFF

Advisor, ADN
adninfo@southtexascollege.edu
956-872-3052

Advisor Assistant, ADN
adninfo@southtexascollege.edu
956-872-3089

ADN Faculty Secretary (NAH-B)
956-872-3070

ADN Faculty Secretary (NAH-A)
956-872-3010

NAH STUDENT SERVICES

Center for Learning Excellence
Regina Welch, Coordinator
rwelch@southtexascollege.edu
956-872-3060

Library Services
Jose Noriega, Librarian II
josen@southtexascollege.edu
956-872-3189

Counseling
Elizabeth Delgado
ed1012@southtexascollege.edu
956-872-3077

Student Financial Services
956-872-3019

Admissions
956-872-3100
VISION, MISSION, AND PHILOSOPHY

Vision, Mission, and Core Values

Comprehensive Mission for South Texas College

VISION STATEMENT
South Texas College will be a global model in educational innovation serving as a catalyst to drive regional prosperity, economic development, and the social mobility of those we serve.

MISSION STATEMENT
South Texas College is a public institution of higher education that provides educational opportunities through excellence in teaching and learning, workforce development, cultural enrichment, community service, and regional and global collaborations.

CORE VALUES
Student Success: We are committed to the personal, academic and career goals of each student.
Excellence: We are committed to excellence and innovation in teaching, learning, and services.
Opportunity: We are committed to providing access and support for students to achieve their academic and career goals.
Community: We are committed to equitable results through inclusion, diversity, collaboration, and engagement.
Integrity: We are committed to being respectful, professional, honest, accountable, and transparent.

Board approved December 13, 2018

Source document can be found at: https://www.southtexascollege.edu/about/mission.html
MISSION OF THE ASSOCIATE DEGREE NURSING PROGRAM

The Mission of the ADN program is to provide excellence in nursing education for the future Registered Nurses with professional integrity in the delivery of safe patient care services to the diverse regional and global community."

PHILOSOPHY

The South Texas College Department of Associate Degree Nursing Program believes nursing is an art and applied science. The ADN Program observes the following philosophy standards:

Nursing: Nursing is unique, dynamic profession committed to the holistic care of the client. The Associate Degree Nurse is an essential member of the nursing profession who practices within the guidelines of the Differentiated Essential Competencies of Graduates of Texas Nursing Programs, Texas Nursing Practice Act, American Nurses Association’s Standards of Care, American Nurses’ Association Code of Ethics, and participates in professional nursing activities. We believe that caring, compassion, commitment, communication, and critical thinking lead to competence. The nursing science is based on a critical thinking framework known as the nursing process, composed of assessment, diagnosis, planning (outcome identification and nursing interventions), implementation, and evaluation. These steps serve as the foundation of clinical decision-making and are used to provide evidence-based practice.

Person: Person is a unique holistic being of inherent worth and dignity, composed of physical, psychological, emotional, and social dimensions. While persons share commonalities, each individual is diverse in age, gender, race, ethnicity, culture, religion, and lifestyle, with values and beliefs that give meaning to life and health. The person is an individual and also a member of family, groups, and communities. The patient can be the individual, or the family, group, or community of persons.

Health: Health is a dynamic, multi-faceted continuum in the journey to optimal well-being. It encompasses the total effective functioning of the person physically, socially, psychologically, and spiritually. Physical functioning refers to the ability of the body structure to change and adapt. Social functioning is the individual’s ability to interact in a meaningful fashion and form meaningful relationships with others, recognizing that people are unique and come from diverse backgrounds. Psychological health is an individual’s ability to problem solve, manage stress and crisis, and respond to situations in an appropriate emotional manner. A spiritual domain believes in high power; it includes ethical standards, moral character, and values. The nurse assists in attaining, maintain, and/or restore the optimal level of wellness permitted by their potential across the lifespan.

Environment: The faculty believes that the environment has a profound effect on the person. The environment consists of internal and external elements that are in constant interaction with the person. The internal environment is made up of all forces or influences entirely within the person. The external environment is made up of all forces or influences that exist outside of the person.

Both internal and external environments work together to influence the person. Nurses, in their various roles, collaborate with the person to enhance or modify the environment to promote, maintain or restore health.

Learning: Learning occurs when new knowledge and self-awareness produce change. It is an individualized process, which is never-ending, continuous, and dynamic. Each learner has a style including one or more learning domains: affective, cognitive, and psychomotor. Ultimate learning occurs when the learner is involved, self-motivated, and takes responsibility for learning. The
learner needs to be engaged and committed to succeed. Learning is enhanced by internal and external factors such as the physical environment, available tools, an atmosphere, which encourages discovery and learning, motivation, readiness, capability, and support. This list is not all-inclusive. As the world changes, so do learning needs, strategies, and tools to meet the students' learning needs.

**Teaching:** The teacher is the facilitator, resource person, model, and guide for student learning. The learning facilitator is supportive, caring, consistent, and fair. To enhance the learner’s growth, the facilitator needs to love learning, evidenced by enthusiasm, continued professional growth, and respect for the learner. The facilitator needs to be creative, an expert in the content area and a critical thinker to effectively utilize all available tools and teaching strategies to enhance the learning environment.

**Nursing Education and the Teaching-Learning Process:** The Faculty designs learning experiences by implementing various teaching strategies online, in the classroom, and the clinical laboratory. Students and faculty value learning. Concepts are taught from simple to complex. Each semester, the Program utilizes assessment, analysis, planning, implementation, and evaluation to improve the South Texas College Associate Degree Nursing Program (STC-ADN PROGRAM). The STC-ADN PROGRAM believes in accountability between teacher and learner. Each person (student, faculty, and staff) is respected for what they offer and their personal uniqueness. The faculty strives to provide an atmosphere of caring, trust, and stimulation. The South Texas College Associate Degree Nursing Program’s goals are to promote professionalism, patient advocacy, social responsibility, leadership with integrity, desire for continued learning, and provide the community with safe, caring, and efficient nurses.
At the completion of the ADN Program, the Associate Degree Nursing graduate will be able to:

<table>
<thead>
<tr>
<th>PLO NUMBER</th>
<th>STATEMENT OF PROGRAM LEARNING OUTCOME</th>
</tr>
</thead>
<tbody>
<tr>
<td>PLO 1</td>
<td>Perform holistic health assessment of assigned patients independently.</td>
</tr>
<tr>
<td>PLO 2</td>
<td>Develop and implement a patient-centered plan of care based on the nursing process, in collaboration with patients, their families, and the interdisciplinary health care team.</td>
</tr>
<tr>
<td>PLO 3</td>
<td>Utilize clinical reasoning towards clinical judgment in providing safe and competent nursing care to assigned patients and their families in collaboration with the interdisciplinary health care team.</td>
</tr>
<tr>
<td>PLO 4</td>
<td>Develop and implement teaching plans for patients, their families, and the community to provide relevant health information.</td>
</tr>
<tr>
<td>PLO 5</td>
<td>Use technology in the management of information to support decision-making and prevention of errors in collaboration with patients, their families, and the interdisciplinary health care team.</td>
</tr>
<tr>
<td>PLO 6</td>
<td>Provide evidence-based nursing care within the legal and ethical framework of the nursing profession to patients and their families in collaboration with the interdisciplinary health care team.</td>
</tr>
</tbody>
</table>
The faculty and staff of the ADN Program believe that nursing students develop attitudes and skills as they accumulate knowledge while in the Program. The general statements from the Program learner outcomes are applied to each particular level of students in the ADN Program, which will show their progress from being a level one student to a level four student, getting ready to graduate and join the nursing workforce.

Students will demonstrate competence on the Differentiated Essential Competencies (DECS) of Graduates of Texas Nursing Programs by applying nursing knowledge, clinical judgments, and behaviors in partnership with patients and families in health promotion, health maintenance, and health restoration. Various health care settings available in our community will allow students to provide care for patients and families with predictable and unpredictable health care needs across the lifespan.
<table>
<thead>
<tr>
<th>RNSG Course</th>
<th>Course Learning Outcome 1 Aligning to PLO #1</th>
<th>Course Learning Outcome 2 Aligning to PLO #2</th>
<th>Course Learning Outcome 3 Aligning to PLO #3</th>
<th>Course Learning Outcome 4 Aligning to PLO #4</th>
<th>Course Learning Outcome 5 Aligning to PLO #5</th>
<th>Course Learning Outcome 6 Aligning to PLO #6</th>
</tr>
</thead>
<tbody>
<tr>
<td>RNSG 1140: Professional Nursing Skills for Articulating Students (8 weeks) Level 1 course in the LVN-RN and Para-RN tracks</td>
<td>Perform a holistic health assessment of a peer under direct supervision of faculty in a skills lab.</td>
<td>Describe the nursing process in the development of a patient-centered plan of care based on interpretation of assessment data.</td>
<td>Define clinical reasoning based on the associate degree-nursing program of study as a basis for clinical judgment in nursing practice. (DECS)</td>
<td>Provide relevant health information related to the basic, intermediate, and advanced nursing skills in a teaching plan.</td>
<td>Use simulated electronic healthcare records (EHR) in the documentation of basic, intermediate, and advanced nursing skills.</td>
<td>Identify the ethical and legal standards in the performance of basic, intermediate, and advanced nursing procedures and practices.</td>
</tr>
<tr>
<td>RNSG 1144: Nursing Skills II (8 weeks) Level 2 course in the Traditional ADN track</td>
<td>Perform a holistic health assessment of a peer under close supervision of faculty in a skills lab.</td>
<td>Apply the nursing process in the development of a patient-centered plan of care based on interpretation of assessment data.</td>
<td>Apply clinical reasoning in the performance of intermediate and advanced nursing procedures and practices.</td>
<td>Identify teaching and learning needs of patients during the performance of intermediate and advanced nursing procedures and practices.</td>
<td>Document the performance of intermediate and advanced nursing procedures in simulated electronic healthcare records (EHR) accurately.</td>
<td>Discuss the ethical and legal implications in the performance of intermediate and advanced nursing procedures and practices.</td>
</tr>
<tr>
<td>RNSG 1162: Transition Clinical (8 weeks) Level 1 course in the LVN-RN and Para-RN tracks</td>
<td>Perform a holistic health assessment on assigned patients under direct supervision of faculty.</td>
<td>Use the nursing process in the development of a patient-centered plan of care based on interpretation of assessment data, in collaboration with patients, their families, and the interdisciplinary health care team.</td>
<td>Utilize clinical reasoning in the provision of safe and competent nursing care to assigned patients.</td>
<td>Develop and implement a teaching plan with relevant health information on disease processes included in the course of study for a selected community population.</td>
<td>Document the care rendered to assigned patients, under direct supervision of faculty, in the simulated electronic health care record accurately.</td>
<td>Provide evidence-based nursing care within the legal and ethical framework of the nursing profession, under direct supervision, to assigned patients in collaboration with their families and the interdisciplinary health care team.</td>
</tr>
<tr>
<td>RNSG 1205: Nursing Skills I</td>
<td>Perform a holistic health assessment of a peer under direct supervision of faculty in a skills lab.</td>
<td>Describe the nursing process in the development of a patient-centered plan of care based on interpretation of assessment data.</td>
<td>Define clinical reasoning based on the associate degree-nursing program of study as a basis for clinical judgment in nursing practice. (DECS)</td>
<td>Provide relevant health information related to the basic nursing skills in a teaching plan.</td>
<td>Demonstrate the use of simulated electronic healthcare records (EHR) in the documentation of basic nursing skills.</td>
<td>Identify the ethical and legal standards in the performance of basic nursing procedures and practices.</td>
</tr>
<tr>
<td>RNSG Course</td>
<td>Course Learning Outcome 1</td>
<td>Course Learning Outcome 2</td>
<td>Course Learning Outcome 3</td>
<td>Course Learning Outcome 4</td>
<td>Course Learning Outcome 5</td>
<td>Course Learning Outcome 6</td>
</tr>
<tr>
<td>-------------</td>
<td>--------------------------</td>
<td>--------------------------</td>
<td>--------------------------</td>
<td>--------------------------</td>
<td>--------------------------</td>
<td>--------------------------</td>
</tr>
<tr>
<td>RNSG 1209: Introduction to Nursing Pre-requisite for the Traditional track</td>
<td>Describe the importance of a holistic health assessment.</td>
<td>Discuss the nursing process as a systematic problem-solving tool in the nursing profession.</td>
<td>List the Texas Nursing Practice Act and the Texas Board of Nursing Rules that emphasize safety and all federal, state, and local government and accreditation organization safety requirements and standards.</td>
<td>Explain the importance of teaching patients, families, and the community on relevant health information.</td>
<td>Discuss the use of technology in the health care field.</td>
<td>Describe the roles of the nurse in the delivery of comprehensive care. (WECM)</td>
</tr>
<tr>
<td>RNSG 1262: Clinical I Level 1 course in the Traditional track</td>
<td>Perform a holistic health assessment on assigned patients under direct supervision of faculty.</td>
<td>Use the nursing process in the development of a plan of care based on interpretation of assessment data, in collaboration with assigned patient, their family, and the interdisciplinary health care team.</td>
<td>Utilize clinical reasoning in the provision of safe and competent nursing care to assigned patients.</td>
<td>Develop and implement a teaching plan with relevant health information on disease processes included in the course of study for a selected community population</td>
<td>Document the care rendered to assigned patients, under direct supervision of the faculty, in the simulated electronic health care record accurately.</td>
<td>Provide evidence-based nursing care within the legal and ethical framework of the nursing profession, under direct supervision, to assigned patients in collaboration with their families and the interdisciplinary health care team.</td>
</tr>
<tr>
<td>RNSG 1301: Pharmacology Level 1 course in all tracks: Traditional, LVN-RN, and Para-RN</td>
<td>Describe the importance of a holistic health assessment in the safe drug administration</td>
<td>Describe the nursing process in the development of a patient-centered plan of care based on safe drug administration.</td>
<td>Integrate the use of clinical reasoning in making a clinical judgment in the administration of the drug.</td>
<td>Develop teaching plans for patients, families, and the community using drug knowledge.</td>
<td>Discuss the use of technology and technological equipment in safe drug administration.</td>
<td>Identify the ethical and legal standards in the safe administration of drugs.</td>
</tr>
<tr>
<td>RNSG 1341: Common Concepts of Adult Health (8 weeks) Level 2 course in the Traditional track</td>
<td>Discuss assessment data obtained from a holistic health assessment of adult patients with common medical/surgical conditions.</td>
<td>Utilize the nursing process as the systematic problem-solving tool in developing a patient-centered care plan for adult patients with common medical/surgical conditions.</td>
<td>Utilize clinical reasoning skills in providing care for adult patients with common medical/surgical conditions.</td>
<td>Develop teaching plans with relevant health information for patients with common medical/surgical conditions.</td>
<td>Identify the technological equipment used to diagnose and manage care for adult patients with common medical/surgical conditions.</td>
<td>Explain evidence-based nursing care provided to patients with common medical/surgical conditions and their families within the legal and ethical framework of the nursing profession.</td>
</tr>
<tr>
<td>RNSG Course</td>
<td>Course Learning Outcome 1 Aligning to PLO #1</td>
<td>Course Learning Outcome 2 Aligning to PLO #2</td>
<td>Course Learning Outcome 3 Aligning to PLO #3</td>
<td>Course Learning Outcome 4 Aligning to PLO #4</td>
<td>Course Learning Outcome 5 Aligning to PLO #5</td>
<td>Course Learning Outcome 6 Aligning to PLO #6</td>
</tr>
<tr>
<td>------------------------------------------------</td>
<td>---------------------------------------------</td>
<td>---------------------------------------------</td>
<td>---------------------------------------------</td>
<td>---------------------------------------------</td>
<td>---------------------------------------------</td>
<td>---------------------------------------------</td>
</tr>
<tr>
<td>RNSG 1343: Complex Concepts of Adult Health (8 weeks) Level 3 course in all tracks</td>
<td>Explain assessment data obtained from a holistic health assessment of adult patients with complex medical/surgical conditions.</td>
<td>Utilize the nursing process as the systematic problem-solving tool in developing a patient-centered care plan for adult patients with complex medical/surgical conditions.</td>
<td>Integrate clinical reasoning in clinical judgment in providing nursing care to adult patients with complex medical/surgical conditions.</td>
<td>Develop teaching plans with relevant health information for patients with complex medical/surgical conditions.</td>
<td>Discuss the use of technological equipment used in diagnosing and managing care for patients with complex medical/surgical conditions.</td>
<td>Explain evidence-based nursing care provided to patients with complex medical/surgical conditions and their families within the legal and ethical framework of the nursing profession.</td>
</tr>
<tr>
<td>RNSG 2361: Clinical Complex Concepts of Adult Health (8 weeks) Level 3 course in all tracks</td>
<td>Perform holistic health assessment of assigned patients independently.</td>
<td>Develop and implement a patient-centered care plan based on the nursing process in collaboration with patients, their families, and the interdisciplinary health care team.</td>
<td>Utilize clinical reasoning towards clinical judgment in providing safe and competent nursing care to assigned patients and their families in collaboration with the interdisciplinary health care team.</td>
<td>Implement teaching plans for patients, their families, and the community to provide relevant health information.</td>
<td>Use technology to manage information to support decision-making and prevent errors in collaboration with patients, their families, and the interdisciplinary health care team.</td>
<td>Demonstrate responsibility and accountability for evidence-based nursing care provided to patients and their families within the ethical and legal framework of the nursing profession.</td>
</tr>
<tr>
<td>RNSG 1412: Nursing Care of Childbearing &amp; Childrearing Family (8 weeks) Level 3 course in all tracks</td>
<td>Discuss assessment data obtained from holistic health assessment of childbearing and childrearing patients.</td>
<td>Utilize the nursing process in the development of a patient-centered plan of care for childbearing and child-rearing patients.</td>
<td>Integrate clinical reasoning in making a clinical judgment in providing nursing care for childbearing and child-rearing patients.</td>
<td>Develop teaching plans with relevant health information for childbearing, childrearing patients, and their families.</td>
<td>Discuss the technological equipment used in the diagnosis and management of care for childbearing and childrearing patients.</td>
<td>Explain evidence-based nursing care provided to childbearing and childrearing patients and their families within the legal and ethical framework of the nursing profession.</td>
</tr>
<tr>
<td>RNSG 1417: Concepts of Professional Nursing Practice I for Articulating Students (8 weeks) Level 1 course in the LVN-RN and Para-RN tracks</td>
<td>Discuss assessment data obtained from a holistic health assessment of patients with common medical/surgical conditions.</td>
<td>Explain the nursing process as the systematic problem-solving tool in developing a patient-centered care plan for patients with common medical/surgical conditions.</td>
<td>Discuss clinical reasoning skills in providing care for patients with common medical/surgical conditions.</td>
<td>Discuss teaching plans with relevant health information for patients with common medical/surgical conditions.</td>
<td>Identify the technological equipment used in diagnosing and managing patients with common medical/surgical conditions.</td>
<td>Differentiate the legal and ethical framework of the nursing profession from the paramedic and vocational nursing practice.</td>
</tr>
<tr>
<td>RNSG Course</td>
<td>Course Learning Outcome 1 Aligning to PLO #1</td>
<td>Course Learning Outcome 2 Aligning to PLO #2</td>
<td>Course Learning Outcome 3 Aligning to PLO #3</td>
<td>Course Learning Outcome 4 Aligning to PLO #4</td>
<td>Course Learning Outcome 5 Aligning to PLO #5</td>
<td>Course Learning Outcome 6 Aligning to PLO #6</td>
</tr>
<tr>
<td>-------------</td>
<td>---------------------------------------------</td>
<td>---------------------------------------------</td>
<td>---------------------------------------------</td>
<td>---------------------------------------------</td>
<td>---------------------------------------------</td>
<td>---------------------------------------------</td>
</tr>
<tr>
<td>RNSG 1513: Foundations for Nursing Practice</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Identify evidence-based nursing care within the legal and ethical framework of the nursing profession.</td>
</tr>
<tr>
<td>Level 1 course in the Traditional track</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>RNSG 2161: Clinical-Medical/Surgical (8 weeks)</td>
<td>Perform holistic health assessment of assigned patients with close supervision of faculty.</td>
<td>Utilize assessment information to formulate a patient-centered care plan for patients with common medical/surgical conditions in collaboration with their families and the interdisciplinary health care team.</td>
<td></td>
<td>Implement teaching plans with relevant health information for patients with common medical/surgical conditions, their families, and the community.</td>
<td>Utilize the technological equipment to diagnose and manage care for adult patients with common medical/surgical conditions.</td>
<td>Provide evidence-based nursing care within the legal and ethical framework of the nursing profession, under close supervision, to patients with common medical/surgical conditions in collaboration with their families and the interdisciplinary health care team.</td>
</tr>
<tr>
<td>Level 2 course in the Traditional track</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>RNSG 2162: Clinical-Mental Health (8 weeks)</td>
<td>Perform a holistic health assessment of assigned patients with close supervision by faculty.</td>
<td></td>
<td></td>
<td>Implement teaching plans with relevant health information for patients with mental health conditions.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Level 2 course in the Traditional track</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

pg. 16
<table>
<thead>
<tr>
<th>RNSG Course</th>
<th>Course Learning Outcome 1</th>
<th>Course Learning Outcome 2</th>
<th>Course Learning Outcome 3</th>
<th>Course Learning Outcome 4</th>
<th>Course Learning Outcome 5</th>
<th>Course Learning Outcome 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>RNSG 2213: Mental Health Nursing (8 weeks)</td>
<td>Discuss the importance of a holistic health assessment of patients with mental health conditions.</td>
<td>Explain how assessment information help formulates a patient-centered plan of care for patients with mental health conditions and their families. (DECS)</td>
<td>Discuss the importance of utilizing clinical reasoning skills in providing care for patients with mental health conditions.</td>
<td>Develop teaching plans with relevant health information for patients with mental health conditions.</td>
<td>Identify the technological equipment used in the diagnosis and management of care of patients with mental health conditions.</td>
<td>Identify evidence-based nursing care within the legal and ethical framework of the nursing profession to patients with mental health conditions.</td>
</tr>
<tr>
<td>RNSG 2163: Clinical IV (12 weeks)</td>
<td>Perform holistic health assessment of assigned patients independently.</td>
<td>Develop and implement a patient-centered care plan based on the nursing process in collaboration with patients, their families, and the interdisciplinary health care team.</td>
<td>Utilize clinical reasoning towards clinical judgment in providing safe and competent nursing care to assigned patients and their families in collaboration with the interdisciplinary health care team.</td>
<td>Implement teaching plans for patients, their families, and the community to provide relevant health information.</td>
<td>Use technology to manage information to support decision-making and prevent errors in collaboration with patients, their families, and the interdisciplinary health care team.</td>
<td>Demonstrate responsibility and accountability for evidence-based nursing care provided to patients and their families within the ethical and legal framework of the nursing profession.</td>
</tr>
<tr>
<td>RNSG 2221: Prof. Nursing: Leadership &amp; Management (12 weeks)</td>
<td>Discuss priority of nursing care based on the acuity of patients with information derived from holistic health assessment.</td>
<td>Apply principles of leadership and management utilizing the nursing process to develop a patient-centered plan of care. (WECM)</td>
<td>Analyze the roles of the professional nurse within a health care delivery system. (WECM)</td>
<td>Utilize clinical judgment skills in the delegation of safe and competent nursing care.</td>
<td>Prioritize the learning needs of patients in the development of teaching plans.</td>
<td>Discuss the use of technology in the management of information to support decision-making and prevent errors in collaboration with patients, their families, and the interdisciplinary health care team.</td>
</tr>
<tr>
<td>RNSG Course</td>
<td>Course Learning Outcome 1 Aligning to PLO #1</td>
<td>Course Learning Outcome 2 Aligning to PLO #2</td>
<td>Course Learning Outcome 3 Aligning to PLO #3</td>
<td>Course Learning Outcome 4 Aligning to PLO #4</td>
<td>Course Learning Outcome 5 Aligning to PLO #5</td>
<td>Course Learning Outcome 6 Aligning to PLO #6</td>
</tr>
<tr>
<td>----------------------------------------------------------------------------</td>
<td>---------------------------------------------</td>
<td>---------------------------------------------</td>
<td>---------------------------------------------</td>
<td>---------------------------------------------</td>
<td>---------------------------------------------</td>
<td>---------------------------------------------</td>
</tr>
<tr>
<td>RNSG 2260: Clinical-Pediatrics/Maternal/Infant (8 weeks)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Level 3 course in all tracks</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>RNSG 2331: Advanced Concepts of Adult Health (12 weeks)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Level 4 course in all tracks</td>
<td></td>
<td>Synthesize information obtained from holistic health assessment of patients with multiple patients utilizing the nursing process in developing a patient-centered care plan for patients with advanced medical/surgical conditions.</td>
<td></td>
<td>Develop teaching plans with relevant health information for patients with advanced medical/surgical conditions.</td>
<td></td>
<td>Prioritize the roles of the professional nurse in the provision of evidence-based nursing care for adult patients with advanced medical/surgical conditions.</td>
</tr>
<tr>
<td>RNSG 2363: Clinical V Preceptorship Course in all tracks</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Preceptorship Course in all tracks</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Perform holistic health assessment of assigned childbearing and childrearing patients under minimal supervision of the faculty.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Utilize information obtained from the holistic assessment of childbearing and childrearing patients based on the nursing process to formulate a patient-centered care plan. (DECS, PPCC)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Utilize clinical reasoning skills in rendering safe and competent nursing care to childbearing and childrearing patients in collaboration with their families and the interdisciplinary health care team.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Implement a teaching plan with relevant health information to assigned childbearing, childrearing patients, and their families.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Document the care rendered to assigned patients in the simulated electronic health care record accurately.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Provide evidence-based nursing care within the legal and ethical framework of the nursing profession, independently, to assigned patients in collaboration with their families and the interdisciplinary health care team.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
ADN PROGRAM INFORMATION AND REQUIREMENTS

ADMISSION CRITERIA

ADMISSION TO SOUTH TEXAS COLLEGE
Students are admitted to South Texas College through the provisions of Board Policy #3200. General admission to the College does not imply admission to all programs of the College. The admission requirements for the College are found in the current College Catalog and at the College website www.southtexascollege.edu.

ADMISSION TO THE ASSOCIATE DEGREE NURSING PROGRAM
The Associate Degree Nursing Program (ADN Program) is a selective Program with Program application requirements. Prospective students must meet all Program application requirements before being eligible to apply to the Program. In addition, the ADN Program selection process is Competitive Entry and is based on a competitive Point System.

MANDATORY ORIENTATION AND BOOT CAMPS IN THE ADN PROGRAM
The Associate Degree Nursing Program (ADN Program) sets in place mandatory orientation for students to obtain all necessary information such as, but not limited to, program expectations, schedules, clinical clearance, financial aid information, uniforms, purchase of electronic software, and books, etc. The student must attend the mandatory orientation. Any student unable to attend will sign a Waiver and complete an alternative assignment due the first day of class. The program sets boot Camps for students’ success. Students are mandated to attend to introduce the Program expectations, skills, schedules, test-taking strategies, time management, and clarify any questions the students may have before the first day of class.

For more information on the admission requirements for the ADN Program, visit the Associate Degree Nursing webpage.

PROCEDURE FOR DOSAGE AND CALCULATION MATH EXAM
An abundance of caution due to COVID-19, the dosage and calculation math exams will be administered to accepted students only. Accepted students will have to take the math Exams in RNSG 1417 and RNSG 1205. Students will be granted three (3) attempts on the Dosage and Calculation Math Exam to achieve 100% proficiency in one (1) of the three exam attempts. Once the student earns 100% proficiency on the first attempt, they are not required to take the remaining exams. The faculty will schedule the three attempts. The student who did not achieve 100% competency will complete remediation on Dosage and Calculation while enrolled in the course. The procedure may change based on the current Safety Protocols of the College.

TRANSFER STUDENTS
Students transferring from accredited nursing programs must meet the following:

1. Meet general admission requirements of South Texas College and the Associate Degree Nursing Program
   a. TSI-complete
   b. Only 45 credits may be transferred for the AAS in Nursing degree; 50% of nursing courses must be taken at STC
c. HESI A2 scores need to be 75% or Higher in Math, English, and Science (Anatomy & Physiology) composites and are valid for two years.

2. Have a minimum GPA of 2.5
3. Present syllabi of nursing courses already completed
4. Present a transcript from all colleges attended and have it evaluated by the Admissions and Records Office for transfer credit
5. Must complete the nursing program within one (1) year of enrollment in the Program's first nursing course
6. Must meet criminal background check, drug screen, CPR, medical insurance, liability insurance, immunizations, and PPD requirements of all nursing students
7. Students should know the following facts when transferring into the ADN Program
   a. Credit will not be given for nursing course work more than two (2) years old
   b. Placement in nursing courses will depend upon space availability and recommendations of the Admissions and Readmissions Committee
   c. Transfer student nurses who have failed a nursing course in another college or university nursing program are eligible to seek entry into the STC ADN Program if their failing grade was 75% or higher and admission criteria are met. These student nurses (SNs) are admitted with the understanding that readmission following any STC nursing course failure will be denied.

**STC STUDENT SERVICES**

South Texas College provides students with a variety of college/student services to assist in student success, such as:

- **Academic Advising/Counseling** Refer to [NAH Student Handbook](#)
- **Centers for Learning Excellence** Refer to [NAH Student Handbook](#)
- **Course Registration** Refer to [NAH Student Handbook](#)
- **Library Services** Refer to [NAH Student Handbook](#)
- **Computer Labs** Refer to [NAH Student Handbook](#)
- **Health Services** Refer to [NAH Student Handbook](#)
- **Counseling and Student Disability Services** Refer to [NAH Student Handbook](#)

For a comprehensive list and information on STC Student Services, please see:
- **Student Services** and
- **Support Services**

pg. 20
GUIDELINES AND PROCEDURES

I. College, Division, and Program Guidelines and Procedures. Students must understand and adhere to STC policies, guidelines, and procedures outlined in the Code of Student Conduct, STC Student Handbook, including the Nursing & Allied Health Division Student Handbook. Students must read and understand and strictly abide by the ADN Nursing Student Handbook.

II. COVID-19 Statement: Due to the unpredictable nature of the current pandemic, course meeting times/dates, requirements, and method of delivery may change according to state and federal guidelines to ensure student, faculty, and staff safety and well-being. Further, all ADN Students must comply with the updated and current information and guidance available in the Information Regarding COVID-19 (coronavirus). Please refer to Policy 3680.

III. Board of Nursing Guidelines. Further, students must also adhere to the standards, guidelines, and requirements, as stated and stipulated on Texas Board of Nursing regulations, found on the Texas Board of Nurse Examiners website at Texas Board of Nursing to include but not limited to the Texas Board of Nursing Education Guidelines: Texas Board of Nursing Education Guidelines.

CLASS ATTENDANCE AND PARTICIPATION

Class attendance and participation are essential to student success. Regular and punctual class attendance is expected at South Texas College. Student absences will be recorded from the first day the class meets. It is imperative that students attend on the first day of class. This is when the course syllabus, schedule, deadlines, and class expectations will be discussed. Refer to the Nursing & Allied Health Division Student Handbook and the South Texas College Student Handbook & Student Code of Conduct.

A student in an on-campus, virtual, online, clinical, or skills course missing a cumulative of 10 percent (10%) of the class meetings may be dropped by the faculty member according to the policy or policies outlined in the course syllabus. In addition to published guidelines related to attendance, faculty may drop a student prior to the withdrawal deadline when the faculty member determines that the student will be unable to successfully complete the course. Visit the Nursing & Allied Health Division Student Handbook and the South Texas College Student Handbook & Student Code of Conduct for more information.

Students will be marked absent when simultaneously attending scheduled online, virtual or remote classes or clinical sessions while at the same time working for employment. Students' complete focus and attention are essential to achieve the class objectives.

Calculations of 10% absence per course

<table>
<thead>
<tr>
<th>Course</th>
<th># of Contact Hrs.</th>
<th>10% of Contact Hrs.</th>
<th>Dropped after # hours missed</th>
</tr>
</thead>
<tbody>
<tr>
<td>RNSG 1140</td>
<td>64</td>
<td>6.4</td>
<td>6 hours</td>
</tr>
<tr>
<td>RNSG 1144</td>
<td>48</td>
<td>4.8</td>
<td>5 hours</td>
</tr>
<tr>
<td>RNSG 1162</td>
<td>64</td>
<td>6.4</td>
<td>6 hours</td>
</tr>
<tr>
<td>RNSG 1205</td>
<td>80</td>
<td>8.0</td>
<td>8 hours</td>
</tr>
<tr>
<td>RNSG 1209</td>
<td>32</td>
<td>3.2</td>
<td>3 hours</td>
</tr>
<tr>
<td>Course</td>
<td># of Contact Hrs.</td>
<td>10% of Contact Hrs.</td>
<td>Dropped after # hours missed</td>
</tr>
<tr>
<td>-----------</td>
<td>-------------------</td>
<td>---------------------</td>
<td>-----------------------------</td>
</tr>
<tr>
<td>RNSG 1262</td>
<td>128</td>
<td>12.8</td>
<td>13 hours</td>
</tr>
<tr>
<td>RNSG 1301</td>
<td>48</td>
<td>4.8</td>
<td>5 hours</td>
</tr>
<tr>
<td>RNSG 1341</td>
<td>48</td>
<td>4.8</td>
<td>5 hours</td>
</tr>
<tr>
<td>RNSG 1343</td>
<td>48</td>
<td>4.8</td>
<td>5 hours</td>
</tr>
<tr>
<td>RNSG 1412</td>
<td>64</td>
<td>6.4</td>
<td>6 hours</td>
</tr>
<tr>
<td>RNSG 1417</td>
<td>80</td>
<td>8.0</td>
<td>8 hours</td>
</tr>
<tr>
<td>RNSG 1513</td>
<td>80</td>
<td>8.0</td>
<td>8 hours</td>
</tr>
<tr>
<td>RNSG 2161</td>
<td>96</td>
<td>9.6</td>
<td>10 hours</td>
</tr>
<tr>
<td>RNSG 2162</td>
<td>96</td>
<td>9.6</td>
<td>10 hours</td>
</tr>
<tr>
<td>RNSG 2163</td>
<td>64</td>
<td>6.4</td>
<td>6 hours</td>
</tr>
<tr>
<td>RNSG 2163</td>
<td>64</td>
<td>6.4</td>
<td>6 hours</td>
</tr>
<tr>
<td>RNSG 2221</td>
<td>32</td>
<td>3.2</td>
<td>3 hours</td>
</tr>
<tr>
<td>RNSG 2260</td>
<td>128</td>
<td>12.8</td>
<td>12.8 hours</td>
</tr>
<tr>
<td>RNSG 2331</td>
<td>64</td>
<td>6.4</td>
<td>6 hours</td>
</tr>
<tr>
<td>RNSG 2361</td>
<td>144</td>
<td>14.4</td>
<td>14 hours</td>
</tr>
<tr>
<td>RNSG 2363</td>
<td>160</td>
<td>16.0</td>
<td>16 hours</td>
</tr>
</tbody>
</table>

Contact hours are based on the WECM Course Manual.

Absence due to COVID-19 Precaution:

With an abundance of caution, the Program follows CDC and local health authorities’ guidelines, policies, and procedures. The safety of the students, faculty, staff, personnel of clinical facilities, and the community is a priority. Students who may be absent due to COVID-19 and missed more than 10% of Class/Clinical attendance will receive an Incomplete Grade (I). Students must follow the Campus Safety Protocols to return to face-to-face instruction, including Clinicals/Simulation.

Students will be afforded the opportunity to complete the Course the following semester.

Options:

a. Progress to the next level while completing prior courses with an Incomplete (I) grade, IF class/clinical schedule permits. Students must submit a letter signifying that they have made an informed decision to choose this option. Waiver/letter must accompany the student’s action plan on how to successfully complete all the higher-Level Courses in conjunction with the courses being completed.

b. Due to the rigors of the courses, students may first complete the courses with an Incomplete (I) grade before progressing to the higher level the following semester.

Examination Absence:

Students must take examinations at their scheduled location (classroom, computer lab), time, and date. The student must inform the instructor of the absence two (2) hours before the scheduled time of the exam via Blackboard or Pronto.

Internet connectivity and technical issues encountered during the exam; the student must notify the faculty immediately. The technical problem must be reported before missing the exam or starting the exam late. The student has to show proof and evidence of internet outage/technical issues encountered to the faculty as soon as possible.

For an excused absence, the make-up examination must be taken on the next class day or as designated by the instructor. The student must complete the exam before they are allowed to return to the class. The examination format may differ from the original exam (i.e., an essay exam instead of multiple choice). The same Test Blueprint will be utilized.
No make-up examinations will be administered for an unexcused absence. Absences due to COVID-19 related precautions are considered excused with proper documentation.

**Excused absence:**

Excused absence from class/clinical includes but not limited to communicable illnesses, surgeries, fractures, or any other ailment that will inhibit the student from performing in the class/clinical setting. The student must contact the instructor within 2 hours before attending class/clinical that they will be absent. Once the student is ready to return, the student must present a medical clearance without restrictions from a US licensed healthcare provider to the instructor before the next class/clinical day. The student will not be allowed to return to the class/clinical until medical clearance is submitted. Unexcused absence(s) will automatically be recorded as a zero grade for assignment/exam missed. The student is responsible for completing all coursework and exams upon return.

**LATE COURSE WORK:**

Students are required to submit a Late Coursework Form with any assignment that is not submitted by due date and time; forms will be placed in the student’s file. Ten (10) points will be deducted each late day. Extenuating circumstances will be handled by faculty.

**RELIGIOUS ACCOMMODATIONS:**

Students are expected to notify their faculty in advance if they intend to miss class/clinical to observe a holy day on their religious faith. The program will provide reasonable accommodations for students to attend and complete class/clinical due to religious reasons. Students will be required to provide verifiable documentation to the program before missing a class/clinical.

**ALTERNATIVE LEARNING EXPERIENCES**

The ADN Program faculty will utilize alternate learning experiences to meet daily clinical objectives, course objectives, course learning outcomes, and program learning objectives. Activities may include but are not limited to community outreach projects and independent learning activities, which may be scheduled outside school or clinical hours. Students will be given ample time to prepare for said assignments and arrange for the hours. Credit will be given to students’ work in the didactic or clinical course where the alternate learning experiences are affiliated. Refer to Community Teaching Project Grading Rubric.

*Case Study Presentation/Community Outreach Project:*

Case Study Presentation/Community Outreach Project is a collaborative group activity that should foster leadership and teamwork. Case Studies and Case Presentations will be used to enhance students’ critical thinking skills and clinical judgment. It is designed to encourage and promote collaboration, coordination, member participation, and cooperation. The members of the group will get the same grade based on a rubric. After group deliberation, member/s were found not participating and not cooperating during the preparation up to the presentation; the group may collegially decide by majority vote to exclude the name of the non-cooperating and non-participating member/s from the list that will be submitted to the faculty. The list must be submitted to the faculty after the presentation. Those excluded from the list of members will get a grade of zero for the case study presentation/community outreach project. The grade will only be credited to the group members whose names appear on the list submitted to the faculty. See Case Study Grading Rubric, Community Teaching Project Rubric, and Community Project Peer-Evaluation in the appendices of this handbook. Community Outreach or Teaching Project may be scheduled outside of the regular Class or Clinical Schedule. This activity is must follow the Clinical and Class Attendance Procedure. Students must plan ahead of time to participate in the activity outside of the Clinical or Class Schedule.
**Online Discussion**: This is a reflective student activity that enhances active participation in the class and promotes active learning. Students are expected to achieve higher cognitive, critical thinking skills, and exploratory learning. Online discussions will require students to create a thread responding to the discussion questions and giving feedback and comments on the postings/discussions.

**Poster Presentation**: This is a small group active learning activity integrating research and theoretical contexts on nursing topics and concepts. Students are to summarize and present nursing concepts, research findings, and results creatively in a poster format or display that can be utilized by both the presenters and audience to augment learning and enhance critical thinking by being able to answer and respond to questions and by comprehensively discussing contents/concepts of the poster to the audience. Posters will be on display for a day wherein presenters will present and respond to the audience's questions. The course faculty will design a grading rubric.

**Online Comprehensive Simulated Adaptive Tests and Online Quizzes and Tests**: This online platform will engage and prepare students to develop comprehensive knowledge and skills utilizing simulated, comprehensive, adaptive testing or online quizzes and tests to assess and develop students' knowledge and critical thinking in the delivery of care based on client need categories, evidence-based, point-of-care content used by practicing nurses. The simulated adaptive tests will cover nursing concepts applicable to the course. Test grade will be calculated based on the mastery level achieved by the student divided by the maximum mastery level identified by the course faculty and converted to percentage points. \([\text{Mastery Level Achieved} \div \text{Mastery Level Set by Faculty} \times 100 = \text{Adaptive Test Grade}]\). Test grades for quizzes and exams will be a percentage (\(\text{total correct answers/total number of test items}\)).

---

**COURSE SYLLABUS**

The Course Syllabus is the student's guide for the course. Faculty will be responsible for informing students on the syllabus's location or giving a copy of such on the first-class day. The purpose of the syllabus is to effectively clarify the student's understanding of the course content and requirements. The syllabus will include the instructor's name, contact information, office location, policies, rules and regulations, required texts, learning goals and objectives, course calendar, student responsibilities, grading criteria, disclaimers, etc. A signed Syllabus Acknowledgement Form must be submitted to the course faculty by the second day of class. Updates, changes on the course syllabus, NAH, ADN Student Handbooks will be announced in Blackboard.

**CONFIDENTIALITY**

In accordance with the Texas Nursing Practice Act in Rule 217.11, Letter E, “Violating the Confidentiality of Information or Knowledge Concerning the Patient/Client, Except Where Required by Law,” the faculty of the Nursing & Allied Health Division adopted the following policy:

- a. Except in the structured, teaching-learning situation, all aspects of the clients’ medically related information and/or data shall not be discussed with any other person or persons under any circumstances.
- b. Proper identification as stated in the STC Dress Code is required before reading charts/records.
- c. Under no circumstances are students to photocopy, take pictures, and/or record any part of the client's record. The clients will not be identified by name on any written paperwork of the student.
- d. Failure to honor these basic ethical client rights may result in the immediate dismissal of students from the Program.
- e. Electronic gadgets, including cellphones, are not allowed within the Clinical Facility unless prior approval of the faculty/facility has been obtained.

*Students will sign a Confidentiality Statement that reflects their belief that ALL information about a client's condition is confidential and should not be discussed in ANY public area inside or outside the agency.*

---

pg. 24
The ADN Program aspires to give all students tools and resources to help them succeed in their courses, translating into Program completion. The faculty of the Associate Degree Nursing Program is sensitive to the needs of the students as they seek assistance to make career choices and utilize their ability to move through the Program at an individual rate of readmission. The faculty participates in continuous academic advising and counseling throughout the students’ participation in the ADN Program.

The faculty will meet with the student to establish a success plan for students identified as “at-risk.” The student will be referred to the Academic Coach and/or Student Advisor to develop an Individual Learning Achievement Plan. Referrals may include, but are not limited to, a grade below 80% on unit exams, end-of-course (ATI) exams, class absences, and behaviors in the classroom or clinical not conducive to learning.

**Phase 1:** A student who obtains a unit exam score below 80% must follow the [Individual Learning Achievement Plan (ILAP) Phase 1](#). The student is responsible for contacting the course instructor by email to request an appointment within 24 hours after the official grades are issued. The student must attend the exam review scheduled by the instructor and must complete the Student Test Analysis Tool (if applicable). The Academic Coach requires the following:

- Unit exam #1 (only) – Complete the GROWTH Questionnaire your instructor will post the link to and then attend the Academic Coaching Workshop #1 session of your choice.
- Unit exams #2-5 Schedule individual appointments with ADN Academic Coach via Starfish within 24 hours of the official exam scores being released. The Academic Coach will call you via Pronto at your appointment time.

The student is to bring the ILAP Phase 1 form and the completed Student Test Analysis Tool (if applicable) to the scheduled appointment with the instructor. An individualized learning achievement strategy will be developed mutually and collaboratively with the student and documented in the ILAP Phase 1 form. The student must also attend the scheduled focused tutorial in preparation for the next exam. The student's responsibility is to follow the course instructor’s and academic coach's recommended learning strategies.

All proofs of the student’s learning achievement activities must be attached to the ILAP Phase 1 form and submitted to the course instructor on or before the next unit exam.

**Phase 2:** The [Individual Learning Achievement Plan Phase 2](#) applies to all end-of-course exams and will be followed by all students. Students will review their Individual Performance Profile of end of course exam report focusing on the “Topics to Review” for content mastery series exams. The student uses the learning strategies outlined in the ILAP Phase 2 form on the identified categories. Students will compile handwritten ATI System Disorder, ATI Critical Thinking Forms, notes, quizzes, and case studies to make a portfolio covering the content identified on “Topics to Review.”

Students will complete recommended activities on the Focused Review® 2.0 for proctored mastery series end-of-course exams. A score lower than 75% on a major content area will generate a quiz. The quiz grade should be 85% and higher. Generate the results and upload them through Blackboard at the beginning of the following semester. Failure to submit the Focused Review will delay releasing the student’s grade in the first unit exam.

For customized, end-of-course exams, the Individualized Learning Achievement Plan Phase 2 will be tailored to the course the exam was administered. The faculty will discuss the procedure and requirements after the Exam was administered.
GUIDELINES FOR WRITTEN WORK

All ADN students should take pride in their work and all their assignments.

**Written Work:** The official source book to be used at every level of the undergraduate curriculum will be the most current edition of the Publication Manual of the American Psychological Association (APA). Students are expected to follow the updated guidelines set down in this manual.

Not citing a source constitutes plagiarism. Papers are to be typed. Documents that may be handwritten as approved by the faculty must be legible. The faculty reserves the right to return forms with an abundance of noticeable corrections, including spelling and grammar.


FACULTY AND STUDENT COMMUNICATION

Jag email will be used by faculty/staff as a form of communication before the beginning of the semester to inform students of course schedules, boot camps, meeting dates, times and venues, or any other school-related information.

**Blackboard:** Once the semester begins, faculty will use the Blackboard system to communicate with students. The student's responsibility is to regularly check their Blackboard, Jagmails, and Pronto to keep abreast with all current information. Students are to email the instructor through Blackboard. The instructor will have 1 to 2 working/class days to respond to student's Blackboard messages.

**Pronto, Starfish, and MS Teams** are other modes of communication between students and faculty. It is the student's responsibility to check and communicate promptly with the faculty.

Students are responsible for all updates posted on the STC, NAH, and ADN websites, including changes and updates on the ADN Student Handbook and Information Regarding COVID-19 Pandemic.

PROFESSIONAL APPEARANCE

Students in the ADN Program are expected to follow the set requirements for safety and professionalism in and around the clinical and classroom setting.

a. Standard scrub uniform top and pants in designated color (ceil blue)
b. Due to COVID-19, a white lab coat may not be worn in the Clinical Setting due to limitations in the personal items brought in the unit. No ceil blue lab coats allowed.
c. Standard white nursing shoes with closed toes and heels, or all white (non-canvas) tennis shoes with conservative logo (no colored stripes)
d. Students should wear appropriate undergarments.
e. Proper name badge(s) on the left side of the uniform at all times (class and clinical).
f. School patch on the uniform's left sleeve and left side chest of lab coat (if required).
g. White socks or white hose must cover the ankle entirely; no no-show socks allowed.
h. If a skirt is worn, the skirt’s length should be right below the knees
i. The following are not to be worn in the classroom or a clinical agency, or any NAH college-related activity:
   - Tight clothing
   - Jeans (torn, faded, low hipsters, etc.)
   - Shorts
   - Midriff-baring shirts
   - Low-cut shirts
   - Skirts above the knee
   - Open-toed shoes
• High heeled shoes

j. Dress code exceptions are made in particular care areas and uniform guidelines of the Clinical facility, such as; Labor and Delivery, Operating Room, Recovery Room, Behavioral Health, and other designated areas. Other attire may be required or worn; the clinical instructor will notify students when it is necessary.

k. Use of personal protective equipment (PPE) will be required of students per Clinical Facility’s guidelines and procedure. PPE may include head covers, masks (surgical, KN-95, N-95), among others. When asked to put on one, all students must have their masks (surgical, KN-95, N-95) ready for use.

— Hair. Hair must be of natural or conservative color. Hair must be clean, well-groomed, above the collar, and kept away from the face to comply with infection control standards. Hair barrettes should be conservative and of color compatible with the dress or natural hair color. Ribbons, headbands, and scarves are not acceptable unless documented for religious/cultural reasons. Students must be clean-shaven; this includes mustaches, sideburns, goatees, and beards. Suppose facial hair is maintained for religious, cultural, or medical reasons. In that case, a document to that effect from the spiritual leader or a primary care physician practicing in the US must be submitted every semester to the clinical instructor. Surgical caps may be worn, preferably ceil blue in color. No bright colors allowed.

— Jewelry. Minimum jewelry may be worn. This provides safe, comfortable, and sanitary conditions for the patient and the care provider. The student may wear:
  • Wristwatch with a second hand
  • Pierced earrings: one pair of small studs on the earlobes only; no stones, no hoops, and no dangling earrings allowed
  • Rings: one plain band only – no stones
  • No tongue rings or other visible body piercing allowed
  • No necklaces or bracelets allowed

— Tattoos. It should be covered at all times. Due to frequent handwashing and COVID-19 precautions, tattoos in the hands and arms must be covered discreetly without compromising infection control measures.

— Communication. Gum chewing not only looks unprofessional but also interferes with clear communication and can be highly offensive to others. Gum chewing will NOT be allowed while in uniform or scrub attire on clinical/school premises.

— Fingernails. Nails may be freshly polished, if desired, with clear nail polish, and length should not exceed the fingertips. No artificial nails of any kind are allowed.

— Hygiene: Good oral and personal hygiene is essential. Remember, cigarette smoke and perfumes or colognes may be offensive to others or patients.

— Cosmetics: Make-up should be applied minimally and discretely.

— COVID-19 Guidelines: Students must comply with all the uniform requirements of the facility and or units during clinical days. These may include surgical caps, face masks (surgical or cloth), N-95 Masks, face shields, and shoe cover. Required PPE and uniform guidelines will follow unit and facility requirements. Students must comply with the most updated COVID-19 precautions implemented in the STC Campuses (i.e., wearing a face covering). Refer to: Information Regarding Covid-19 for updates. The student’s responsibility is to check the website for updates and new policies, guidelines, and procedures.

Non-compliance with the Professional Appearance Standards will result in the student being sent home from class or clinical and given a grade of zero for the class or clinical day and will be considered as an unexcused absence.

Students should not wear the uniform in any other functions other than school and clinical activities.
SKILLS LABORATORY

The nursing skills laboratory is designed to enhance students' learning. The laboratory will be used at specific times to demonstrate, practice, and test competency skills necessary for client care. Students are expected to show the correct procedure in the skills lab setting before performing the skill in the health care agency. Skills may be practiced outside of the structured time by setting an appointment with the skills faculty. The prescribed dress code will be maintained in the skills laboratory.

SIMULATION LABORATORY

The simulation laboratory houses low to high-fidelity manikins that allow the students to practice their knowledge and skills with life-like manikins in a controlled and safe environment. Due to the value that simulation plays in promoting critical thinking and clinical reasoning, it is incorporated in every clinical course. Clinical judgment of students is harnessed. Dress code, attendance, and grading in the clinical courses apply to simulation.

Students attend Simulation Laboratory as scheduled by the faculty in the Course Calendar. The simulation procedure will follow the COVID-19 precautions. Case scenarios will take the place of a patient assignment. Nursing care will be rendered to the various types of the manikin. Virtual simulation scenarios may be utilized. All the policies, procedures, and requirements in clinical, Safety Plan, COVID-19 precautions, including but not limited to uniform, attendance, professional behavior, and grading criteria, will be enforced in Simulation Laboratory. No food or drinks are allowed in the simulation labs, including identified debriefing rooms.

Clinical Simulation Hours:

<table>
<thead>
<tr>
<th>Course</th>
<th>Clinical Contact Hours</th>
<th>% Simulation</th>
</tr>
</thead>
<tbody>
<tr>
<td>RNSG 1262 Clinical I</td>
<td>128</td>
<td>May use up to 50%</td>
</tr>
<tr>
<td>RNSG 2161 Clinical Medical / Surgical</td>
<td>96</td>
<td>May use up to 50%</td>
</tr>
<tr>
<td>RNSG 1162 Transition Clinical</td>
<td>64</td>
<td>May use up to 50%</td>
</tr>
<tr>
<td>RNSG 2162 Clinical Mental Health</td>
<td>96</td>
<td>May use up to 50%</td>
</tr>
<tr>
<td>RNSG 2260 Clinical Pediatrics/Maternal/Infant</td>
<td>128</td>
<td>May use up to 50%</td>
</tr>
<tr>
<td>RNSG 2361 Clinical Complex Medical</td>
<td>144</td>
<td>May use up to 50%</td>
</tr>
<tr>
<td>RNSG 2163 Clinical IV</td>
<td>64</td>
<td>May use up to 50%</td>
</tr>
<tr>
<td>RNSG 2363 Clinical V</td>
<td>160</td>
<td>May use up to 50%</td>
</tr>
</tbody>
</table>

COMPUTER LABORATORY

The Nursing & Allied Health Open Labs are available for students on an extended timeframe each class day. A number of mandatory computer-assisted instructional programs (CAI) are assigned each semester. Students are expected to sign in or provide a means of written documentation after completion of assigned CAI Programs. The college offers students Computer Open Labs over five (5) STC campuses and can log on anywhere there is internet access.

STUDENT DISCIPLINE

South Texas College supports the right of faculty to maintain discipline in the classroom. When a student is alleged to have committed an act of academic dishonesty, been disruptive in the classroom, clinical, or other academic settings, the course instructor or clinical supervisor may move to sanction the student, which may include temporarily or permanently removing that student from class/clinical according to procedures outlined in the STC Student Code of Conduct. For more information, visit the STC Student Handbook and NAH Student Handbook.
GRIEVANCE POLICY AND PROCEDURE

STC and NAH Programs strive to provide fair and objective procedures for hearing student complaints and endorse compliance with the spirit of nondiscriminatory regulations. The following process must be observed:

1. To resolve misunderstandings, complaints, or grievances, students must first attempt to resolve the issue with the individual against whom the complaint originated.
2. If the grievance is not settled, it should then be discussed with the following superior.

<table>
<thead>
<tr>
<th>Steps</th>
<th>Compliant/Grievance with Peer</th>
<th>Compliant/Grievance with Faculty</th>
<th>Compliant/Grievance with Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Step 1</td>
<td>Talk to the Peer</td>
<td>Talk to the Faculty</td>
<td>Talk to the Staff</td>
</tr>
<tr>
<td>Step 2</td>
<td>Talk to the Course Faculty</td>
<td>Talk to the Program Chair</td>
<td>Talk to the Program Chair</td>
</tr>
<tr>
<td>Step 3</td>
<td>Talk to the Program Chair</td>
<td>Talk to the Division Dean</td>
<td>Talk to the Division Dean</td>
</tr>
</tbody>
</table>

If unresolved, the student is to contact the Student Rights and Responsibility Office at 956-872-2180.

COMMUNICATION CHANNELS

The communication channels are the line of authority and responsibility in an organization, which oversees policies, guidelines, and procedures. Following communication channels in the health care workforce means moving up the administrative ladder when the nurse believes that the patient’s needs are not being met. It is of utmost importance in the role of the nurse as a patient advocate. In most health care institutions, failure to adhere to communication channels may result in progressive disciplinary action up to and including termination.

Students, faculty, and staff must adhere to the established communication channels in the ADN Program for any concerns, issues, and grievances to ensure prompt and satisfactory resolution. When the established communication channels are bypassed, the complainant will be re-directed back to the proper authority.

Refer to Channels of Communication, refer NAH Student Handbook.

<table>
<thead>
<tr>
<th>NURSING AND ALLIED HEALTH DIVISION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Channels of Communication</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Steps</th>
<th>Student to Student</th>
<th>Student to Faculty</th>
<th>Student with Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Step 1</td>
<td>Talk to the Student</td>
<td>Talk to the Faculty</td>
<td>Talk to the Staff</td>
</tr>
<tr>
<td>Step 2</td>
<td>Talk to the Course Faculty</td>
<td>Talk to the Program Chair</td>
<td>Talk to the Program Chair</td>
</tr>
<tr>
<td>Step 3</td>
<td>Talk to the Program Chair</td>
<td>Talk to the Division Dean</td>
<td>Talk to the Division Dean</td>
</tr>
<tr>
<td>Step 4</td>
<td>Talk to the Division Dean</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

COMPLAINTS AND GRIEVANCES

Refer to STC Student Handbook, NAH Handbook, visit Students Rights and Responsibilities for guidance and procedures.
EMPLOYMENT WHILE IN THE PROGRAM

The ADN Program has issued the following statements regarding student employment:

- Students understand that the ADN PROGRAM is rigorous, and employment while in nursing school may jeopardize their success in the Program.
- Nursing students shall not assume any position which requires Licensed Registered Nurses’ skills, knowledge, and judgment.
- Employed students may not wear the school uniform (or name badge) during extracurricular employment.
- Students may not at any time be employed in the capacity of “Nursing Student.” Students seeking employment in health care agencies are referred to Rule 218.11 regarding nursing students working and tasks that may or may not be delegated to unlicensed personnel in The Texas Board of Nursing, Nursing Practice Act.
- The performance of students when working for compensation is the legal responsibility of the employing agency and students.
- Students attending the scheduled classes virtually, remotely, or online activity must not be at work in the place of employment during class time. Full attention and participation in class are required and can not be achieved if the student is at work while simultaneously attending the regularly scheduled classes virtually. This is an unexcused absence.

PROGRESSION CRITERIA TO NEXT LEVEL

Students must complete the requirements of each RNSG Level course with a minimum grade of “C” to progress to the next Level. Students repeating an RNSG Course must satisfactorily complete with a minimum of “C” before progressing to the next Level RNSG Course. If the course is not offered after completing the repeated course, a plan will be arranged for the orderly completion of the degree plan.

The didactic, skills and clinical companion course and co-requisite courses must be passed before students progress to take courses at the next level. All course requirements are graded numerically. For students affected by COVID-19, see COVID-19 Precaution Absence for reference in progression. The final course grade will be converted to a letter grade according to the Program Grade Scale.

COURSE GRADE APPEALS

Refer to South Texas College Website for Procedure and Forms.

GRADUATION REQUIREMENTS

Refer to South Texas College Graduation Requirements.

PINNING AND LAMP CEREMONY

The ADN Program holds a Pinning and Lamp Ceremony after the Fall and Spring semesters. The Pinning and Lamp Ceremony is a tradition in the nursing profession as a rite of passage from student to professional nurses. A pinning fee is assessed through the students’ tuition on their last semester in the program. The Ceremony is usually held before graduation and before the last day of submission of grades. Safety Protocols must be followed in the conduct of the Pinning and Lamp Ceremony. The ceremony may be held virtually or streamed, walk-through, or drive-through as determined by the Committee to ensure everyone’s safety.

Students are highly encouraged to attend the Ceremony; however, participation does not ensure that the student has passed all nursing courses.
TEXAS BOARD OF NURSING AFFIDAVIT OF GRADUATION

After completing all the academic requirements of the Associate of Applied Science Associate Degree Nursing, the student must submit the following requirements for the Program Director to issue the Texas Board of Nursing Affidavit of Graduation.

1. Texas Board of Nursing Application NCLEX-RN Examination Fee receipt
2. Texas Board of Nursing Jurisprudence Examination Certificate
3. Copy of South Texas College Degree Works indicating 100% completion
4. Meet all graduation requirements by South Texas College
5. Completed Graduation Clearance for Affidavit of Graduation Form

Students must complete the Application by NCLEX-RN Examination for Registered Nurses of the Texas Board of Nursing to write the NCLEX-RN examination as stipulated by the TBON.

STUDENT CODE OF CONDUCT

All ADN Program students must comply with the South Texas College Student Handbook and Student Code of Conduct found at the current students' site. Any violations will result in disciplinary action. Disciplinary action may include, but is not limited to, dismissal from the ADN Program, ineligibility in any NAH programs, and additional sanctions from the Office of Student Rights and Responsibilities.

PROFESSIONAL BEHAVIOR

Students in the ADN Program are expected to conduct themselves professionally at all times, not only in interaction with clients but also with peers, faculty, and staff. Students represent the Nursing & Allied Health Division and the nursing profession; thus, students assume responsibilities toward society. These responsibilities are delineated in the Code for Nurses, American Nurses Association. The statements of the Code and their interpretation guide nurses' behavior about carrying out nursing responsibilities within the framework of ethical decision-making. Students are obligated to function at all times within the framework of the American Nurses Association Code of Ethics for Nurses.

UNPROFESSIONAL BEHAVIORS

Unprofessional behaviors may include, but are not limited to:

Clinical and classroom demeanor

- Disrespectful
- Unacceptable uniform
- Disruptive Behavior
- Demeaning or Humiliating Conduct
- Inappropriate use of electronic devices
- Leaving classroom/clinical premises during the duration of clinical rotation/shift
- Improper use of social media
- Lying
- Stealing
- Bullying/Cyberbullying
- Misuse of clinical/classroom equipment
• Intimidation, Threatening Behaviors and/or coercion
• Severe, Persistent, and Objectively Offensive Expressions
• Frivolous appeals or complaints
• Facilitating Any Type of Misconduct
• Disruption or Interference with an Investigation, Conference, Meeting, or Appeal
• False and/or unfounded accusations

PROFESSIONAL CLINICAL BEHAVIOR

The course faculty has the right and responsibility to dismiss the students from the clinical area if the student exhibits unsafe clinical performance. Unsafe clinical performance is defined as the inability to meet the needs of the client safely.

Unsafe behavior may consist of behavior or pattern of behaviors that include, but are not limited to:

a. Failure to document and/or communicate vital client information and changes in client’s condition
b. Medication error
c. Practicing beyond the student nurse’s scope of practice
d. Endangering the lives of the client/patient
e. Violating HIPAA rules
   • Inappropriate use of electronic devices
f. Failure to disclose student’s communicable disease status to course/clinical faculty.
g. Failure of the student to complete and submit Course/Clinical requirements and documents on due dates.
h. Failure to come on time in Clinical and Simulation as scheduled.
i. Non-compliant in COMPLIO
j. Non-compliance to COVID-19 precautions and requirements of the Clinical facilities, Simulation, and in-campus activity.

STUDENT DISCIPLINE CLASSROOM/CLINICAL PROCESS

The student may appeal the decision of the course instructor by following the Disciplinary Action Process. Violations of STC Student Code of Conduct, NAH Program Standards, and/or Safe Clinical Practice Standards will result in disciplinary action. The sanctions will be dependent on the nature and severity of the incident and potential or real threat to client safety and well-being or risk for the Program, College, and the Clinical Affiliate Agency.

For more details, please see the South Texas College Student Code of Conduct. Definition of classroom/clinical disruptive behavior a reasonable person would view as likely, substantially, or repeatedly interfering with educational activities. Examples include but are not limited to:

• Constantly interrupting
• Frequently leaving or entering class
• Making loud noises
• Using physical or verbal threats
• Repeated use of cell phones in the classroom
• Persistent speaking without being recognized
• Non-compliance with the professional appearance in class/clinical

ACADEMIC INTEGRITY

Academic integrity is the pursuit of scholarly activity free from fraud and deception and is an educational objective of South Texas College and the Nursing & Allied Health Division. Failure to adhere to academic integrity constitutes academic dishonesty. Academic dishonesty includes, but is not limited to, cheating,
plagiarizing, fabricating information or citations, facilitating acts of dishonesty by others, having unauthorized possession of examinations, submitting work of another person or work previously used without informing the instructor or tampering with the academic work of other students. Individuals found guilty of academic dishonesty may receive a failing grade for the assignment and/or course as per the instructor’s decision. It is the student’s responsibility to have a clear understanding of the various aspects of academic dishonesty.

Plagiarism and other forms of scholastic dishonesty are serious academic violations that will not be tolerated. Scholastic dishonesty encompasses, but is not limited to, cheating, plagiarism, collusion, and any act designed to give an unfair academic advantage to the student. “Cheating” includes, but is not limited to:

- copying from another student’s work;
- using materials not authorized by a testing proctor;
- possessing materials that are not authorized by a testing proctor, such as lessons, books, or notes;
- knowingly using or soliciting, in whole or part, the contents of a non-administered test;
- collaborating with or seeking aid from another student without authorization during the test;
- substituting for another person, or permitting another person to substitute for oneself, in taking a course test or completing any course-related assignment;
- Using, buying, stealing, or transporting some or all of the contents of a test, test rubric, homework answer, or computer program.
- Submitting/uploading requirements, assignments, clinical papers, of others for a grade.

“Plagiarism” includes, but is not limited to, the appropriation, buying, receiving as a gift, or obtaining by any means someone else’s work and then submitting that work for credit as if it were one’s own.

“Collusion” includes, but is not limited to, unauthorized collaboration with another person in the preparation of an academic assignment offered for credit.

The penalties for scholastic dishonesty in graded assignments include the possibility of failure in the course. Scholastic dishonesty in examinations will result in a grade of “F” on the examination and an “F” in the course.

**SOCIAL MEDIA POLICY**

The ADN Program supports the use of social media and upholds a student’s right to personal communication via social media sites. Faculty, staff, and students are expected to adhere to the high standards of the health care profession with regard to maintaining confidentiality.

Refer to NAH Student Handbook.

**Social Media Policy by Texas Board of Nursing (BON) Implications**

Instances of inappropriate use of social and electronic media may be reported to the BON. The laws outlining the basis for disciplinary action by the Texas BON vary between jurisdictions. Depending on the laws of a jurisdiction, the BON may investigate reports of inappropriate disclosures on social media by a nurse on the grounds of:

- Unprofessional conduct;
- Unethical conduct;
- Moral turpitude;
- Mismanagement of patient records;
• Revealing a privileged communication; and
• Breach of confidentiality.

If the allegations are found to be true, the nurse may face disciplinary action by the BON, including a reprimand or sanction, assessment of a monetary fine, or temporary or permanent loss of licensure. Refer to Texas Board of Nursing Position Statement on the Use of Social Media.

SAFETY PROCEDURES

Students injured while functioning in student roles in the clinical area, laboratory, or classroom must report the incident to the course/clinical faculty. Refer to NAH Student Handbook for procedure and form.

EMERGENCY MESSAGES

If the division receives a call for a student of an emergency nature, the Program secretary or designee will locate the student to relay the message. This procedure will be used only for emergencies. Students must maintain accurate phone numbers with the Program secretary and their clinical faculty. The secretarial offices will retain copies of all classroom and clinical schedules for easy reference in an emergency.

PROFESSIONAL LIABILITY INSURANCE

The College requires professional low-risk liability insurance coverage for students in the health professions. Insurance payment is made at the time of student registration of clinical courses.

EMERGENCY HEALTH CARE

Nursing & Allied Health students are responsible for their health and medical expenses. Health insurance for health profession students is mandatory per Affiliating Agency agreements. The College makes health and accident insurance available to all enrolling students.

COMMUNICABLE DISEASES

A safe environment must be maintained for all students and clients. Students with a communicable disease must report the condition to their faculty (classroom or clinical) immediately. The Nursing/Allied Health Programs will:

1. Make information on the prevention of communicable diseases available to students.
2. Provide all reasonable precautions to protect confidentiality.
   a. However, communicable diseases will be reported as applicable to appropriate authorities, i.e., tuberculosis, COVID-19 Exposure.
3. Students must be able to meet acceptable performance standards and course objectives.
4. Students with a communicable disease may attend classes or perform duties at the clinical site if their presence does not pose a threat or danger to that individual, others in the College, or the clients, they will be in contact with during the clinical experience.
5. Students are expected to follow the affiliating agency’s guidelines governing caring for clients with communicable diseases.
At the end of course, students will earn a grade based on the following grade scale for all RNSG courses.

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Percentage Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>100% - 92%</td>
</tr>
<tr>
<td>B</td>
<td>91% - 85%</td>
</tr>
<tr>
<td>C</td>
<td>84% - 78%</td>
</tr>
<tr>
<td>D</td>
<td>77% - 70%</td>
</tr>
<tr>
<td>F</td>
<td>69% and below</td>
</tr>
</tbody>
</table>

Students must achieve a grade of 78.0 or better in the course. The numerical equivalent will round off (only for the Final Grade) at 0.5 or above; for example, 77.5 would round to 78; 77.4 would be 77; 69.5 would round to 70, and 91.5 would become 92.

A letter grade of “C” is the minimal requirement to progress in the nursing curriculum. The theory, skills, clinical companion course, and co-requisite courses must be passed before students progress to the next level. All course requirements are graded numerically. For students affected by COVID-19, see COVID-19 Precaution Absence for reference in progression. The final course grade will be converted to a letter grade according to the Program Grade Scale.

RELEASE OF FINAL GRADES

1. Final exam and course grade for Level 2 and Level 3 courses will be released on Blackboard on the last Friday of the mini-semester on or after 5:00 PM.
2. For Level 1 and Level 4 courses, the final exam and course grade will be released as scheduled in the STC Academic Calendar.

EVALUATION METHOD FOR DIDACTIC COURSES

Course grades will be based on, but not limited to: unit exams, final exams, quizzes, assignments, and standardized custom or specialty end-of-course exams.

Grading Criteria for RNSG1209 Introduction to Nursing is as follows:

- Unit Exams Presentation = 30% of the student’s final grade
- Quizzes/Assignments = 25% of the Student’s final grade
- Presentation/EVP Article = 15% of the Student’s final grade
- RN Interview = 5% of the Student’s final grade
- Final Exam = 25% of the Student’s final grade

Total = 100%

Grading Criteria for RNSG1301, RNSG1513, RNSG1417, RNSG1341, RNSG1343, RNSG2213, RNSG1412, and RNSG2331 is as follows:

- Unit/Section Exams/End of Course Exam = 70% of the student’s final grade
- Quizzes/Assignments/Projects = 5% of the Student’s final grade
- Final Exam = 25% of the Student’s final grade

Total = 100%
Grading Criteria for RNSG 2221 Professional Nursing: Leadership and Management, with the RN Comprehensive Predictor Exam, is as follows:

- **Unit/Section Exams** = 50% of the student’s final grade
- **Quizzes/Assignments/Projects** = 5% of the Student’s final grade
- **Discussion Forum** = 5% of the Student’s final grade
- **NCLEX-RN Exam Preparation** = 20% of the Student’s final grade
- **Final Exam** = 20% of the Student’s final grade

**Total** = 100%

Grading Criteria for RNSG 2363 Clinical V – Capstone preceptorship experience is graded based on the following criteria:

- **Clinical Evaluation** = 20% (based on the feedback from the preceptor)
- **Capstone Reflective Journal Evaluation** = 15% (reflection journaling: 2 grading periods)
- **Assignments** = 5% (completion of assigned modules, videos, quizzes)
- **Clinical Simulation** = 20% (group grade simulation laboratory: 80 Hours)
- **Online Examination (Proctored)** = 45% (4 online comprehensive exam)

**Total** = 100%

**EVALUATION METHOD FOR SKILLS CLASSES**

Nursing Skills are taught in Level 1 and Level 2. The faculty will be demonstrating the skills and may use videos and recordings. Students are allowed to practice before competency testing. A Competency Performance Evaluation (CPE) form is utilized as the grading rubric for each specific skill being tested.

Grading criteria and method of evaluation for Nursing Skills RNSG 1205 are as follows:

<table>
<thead>
<tr>
<th>Psychomotor/Skills Competencies*</th>
<th>70%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hand washing</td>
<td>04%</td>
</tr>
<tr>
<td>Vital Signs</td>
<td>06%</td>
</tr>
<tr>
<td>Physical Assessment</td>
<td>10%</td>
</tr>
<tr>
<td>Oral Medication Administration</td>
<td>15%</td>
</tr>
<tr>
<td>Parenteral Medication Administration</td>
<td>15%</td>
</tr>
<tr>
<td>Wound Care</td>
<td>05%</td>
</tr>
<tr>
<td>Suctioning</td>
<td>05%</td>
</tr>
<tr>
<td>NGT</td>
<td>05%</td>
</tr>
<tr>
<td>Urinary Catheterization</td>
<td>05%</td>
</tr>
</tbody>
</table>

Quizzes, Homework, Assignments

Skills Final EXAM

**Total** = 100%

Grading criteria and method of evaluation for Nursing Skills RNSG1144 and RNSG1140 is as follows:

<table>
<thead>
<tr>
<th>Psychomotor/Skills Competencies*</th>
<th>60%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Documentation</td>
<td>20%</td>
</tr>
<tr>
<td>Skill</td>
<td>80%</td>
</tr>
<tr>
<td>Final Exam (Psychomotor skill competency)</td>
<td>30%</td>
</tr>
<tr>
<td>Class Activities Quizzes and Modules</td>
<td>10%</td>
</tr>
</tbody>
</table>

**TOTAL** = 100%
* Instructions for Skills modules: to get credit for quizzes, the student should complete the Modules and score at least 80% on the test. Failure to finish the test module on time will be zero on quiz grade.

*Grading of skills during Check-Off/Competency Testing, the highest grade a student can obtain during competency testing is as follows:

<table>
<thead>
<tr>
<th>Passed the first time</th>
<th>= 100%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Passed the second time</td>
<td>= 85%</td>
</tr>
<tr>
<td>Passed the third time</td>
<td>= 78%</td>
</tr>
</tbody>
</table>

The goal is to achieve at least 78% by meeting all the criteria outlined in the Competency Performance Examination Book of the specified skill. If not met in the first attempt, the course faculty will do a conference with the student. If the student fails to meet the required skill competency in the second attempt, the course faculty will conduct a conference with the student, and the student will be referred for skills tutoring. Another Nursing Skills faculty may evaluate the student on the third (3rd) attempt on the specified skill. If the student fails on the third attempt on the specified skill, they will automatically get a zero grade.

Skills competency for the students is documented in a Procedure Checklist and is effective for the entire duration of the Associate Degree Nursing (ADN) Program. The student’s responsibility is to obtain the course faculty’s signature after every skills competency test and clinical performance. All skills performed per level must be signed on each line by the designated faculty before progressing to the next level. Faculty will not sign skills completed from previous levels.

In case of a lost or misplaced Procedure Checklist, a replacement list can be obtained from the faculty secretary. If, for any reason, a student needs a previous faculty to re-sign the checklist, the student may be asked by that course faculty to demonstrate the skill(s) again.

**EVALUATION METHOD FOR CLINICAL**

**CLINICAL EXPERIENCE**

Clinical experiences involve a holistic analysis of the health status of clients in a variety of settings. Students are allowed to function safely as a novice within the organizational framework of various health care settings such as, but not limited to, emergency departments, ambulatory day surgery units, medical-surgical, and telemetry departments. Clinical experiences include but are not limited to hospitals, acute and long-term care settings, simulation, and community outreach.

**METHOD OF CLINICAL EVALUATION**

Clinical Evaluation utilizes rubrics to measure clinical performance as aligned to the student’s specific learning outcome.

<table>
<thead>
<tr>
<th>CLO/SLO</th>
<th>Evaluation Tool Used</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Clinical Performance Rubric</td>
<td>15%</td>
</tr>
<tr>
<td>2</td>
<td>ATI System Disorder Tool Evaluation Rubric</td>
<td>10%</td>
</tr>
<tr>
<td>3</td>
<td>ATI Critical Thinking Tool Evaluation Rubric</td>
<td>20%</td>
</tr>
<tr>
<td></td>
<td>Clinical Performance Rubric</td>
<td>15%</td>
</tr>
<tr>
<td>4</td>
<td>Clinical Performance Rubric</td>
<td>5%</td>
</tr>
<tr>
<td>5</td>
<td>EHR Documentation Evaluation Rubric</td>
<td>20%</td>
</tr>
<tr>
<td></td>
<td>(ATI Medication and ATI Diagnostic)</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Clinical Performance Rubric</td>
<td>15%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>
The Clinical Performance grade is determined by dividing all points earned from individual clinical performance criteria by the total number of possible points a student could have made during performance evaluation. If the faculty determines that a student has not had the opportunity to earn points for a given criterion, the item will be omitted.

*Competency: an expected level of performance that integrates knowledge, skills, abilities, and judgment (ANA Leadership Competency Model, American Nurses Association, July 2018).*

Clinical Performance Rubric:

<table>
<thead>
<tr>
<th>Standard</th>
<th>Performance Quality</th>
<th>Knowledge</th>
<th>Assistance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Highly Competent (92-100)</td>
<td></td>
<td></td>
<td>Independent and without direction</td>
</tr>
<tr>
<td>Advanced Competence (85-91)</td>
<td>Proficiently Demonstrates</td>
<td>Analyzes Data and Information</td>
<td>Independent and with minimal direction</td>
</tr>
<tr>
<td>Intermediate Competence (78-84)</td>
<td>Safely Demonstrate skills</td>
<td>Applies Data and Information</td>
<td>Independent but with frequent direction</td>
</tr>
<tr>
<td>Minimal Competence (70-77)</td>
<td>Basic Demonstration of skills</td>
<td>Understands Data and Information</td>
<td>Requires occasional prompting and direction</td>
</tr>
<tr>
<td>Developing Competence (60-69)</td>
<td>Partial Demonstration of skills</td>
<td>Recognizes Data and Information</td>
<td>Requires frequent prompting and direction</td>
</tr>
<tr>
<td>Incompetent (0-59)</td>
<td>Unsafe Delivery of skills</td>
<td>No recall of Data and Information</td>
<td>Does not follow promptings and direction</td>
</tr>
</tbody>
</table>

**SIMULATION**

The students’ clinical grade in clinical courses will include Simulated Learning Environment Experience. A case scenario will be utilized in the simulation, consisting of a virtual sim scenario and actual clinical simulation. The simulation will use low to high-fidelity manikins to achieve the clinical learning objectives. It will integrate the standards in simulation in the delivery of the class. All policies, guidelines, and procedures in clinical will be applied in simulation. Clinical simulation is graded and evaluated as a group activity and requires the active participation of the group members. The grade earned by the group will be reflected as an individual grade of the participating student.

Clinical Simulation Evaluation:

<table>
<thead>
<tr>
<th>CLO/SLO</th>
<th>Evaluation Tool Used</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Clinical Performance Rubric</td>
<td>15%</td>
</tr>
<tr>
<td>2</td>
<td>ATI System Disorder Tool Evaluation Rubric</td>
<td>10%</td>
</tr>
<tr>
<td>3</td>
<td>ATI Critical Thinking Tool Evaluation Rubric</td>
<td>20%</td>
</tr>
<tr>
<td></td>
<td>Clinical Performance Rubric</td>
<td>15%</td>
</tr>
<tr>
<td>4</td>
<td>Clinical Performance Rubric</td>
<td>5%</td>
</tr>
<tr>
<td>5</td>
<td>EHR Documentation Evaluation Rubric (ATI Medication and ATI Diagnostic)</td>
<td>20%</td>
</tr>
<tr>
<td>6</td>
<td>Clinical Performance Rubric</td>
<td>15%</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>100%</td>
</tr>
</tbody>
</table>
Clinical Performance Rubric:

<table>
<thead>
<tr>
<th>Standard</th>
<th>Performance Quality</th>
<th>Knowledge</th>
<th>Assistance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Highly Competent (92-100)</td>
<td>Proficiently Demonstrates skills</td>
<td>Analyzes Data and Information</td>
<td>Independent and without direction</td>
</tr>
<tr>
<td>Advanced Competence (85-91)</td>
<td>Safely Demonstrate skills</td>
<td>Applies Data and Information</td>
<td>Independent and with minimal direction</td>
</tr>
<tr>
<td>Intermediate Competence (78-84)</td>
<td>Basic Demonstration of skills</td>
<td>Understands Data and Information</td>
<td>Independent but with frequent direction</td>
</tr>
<tr>
<td>Minimal Competence (70-77)</td>
<td>Partial Demonstration of skills</td>
<td>Recognizes Data and Information</td>
<td>Requires occasional prompting and direction</td>
</tr>
<tr>
<td>Developing Competence (60-69)</td>
<td>Unsafe Delivery of skills</td>
<td>No recall of Data and Information</td>
<td>Does not follow promptings and direction</td>
</tr>
<tr>
<td>Incompetent (0-59)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The faculty may use the Creighton Competency Evaluation Instrument in evaluating simulation performance instead of the Clinical Performance Rubric as applicable for the Clinical Course.

PHYSICAL ASSESSMENT EVALUATION

The student is required to perform a holistic health assessment in the clinical courses. The Holistic Health Assessment Rubric will be used to evaluate the skill. The student must meet at least 10 out of the 12 elements to pass the evaluation. There will be three (3) attempts for this skills evaluation. If a student fails on the first attempt, they must complete skills remediation with the faculty before taking the 2nd attempt. Suppose the student needs to complete the 3rd attempt. In that case, they must undergo another skills remediation with another faculty, and the evaluation of the 3rd attempt will be proctored/evaluated by another faculty. The holistic health assessment will not count as a grade but will strictly be a PASS/FAIL evaluation. Each student must PASS the Holistic Health Assessment to pass the course.

PATIENT/COMMUNITY TEACHING PROJECT

A community teaching project is required of students in clinical courses. It aims to develop students’ skills in developing and implementing teaching plans for patients, their families, and the community. A Grading Rubric will be utilized in students’ patient and community teaching projects.

DETERMINATION OF FINAL CLINICAL-GRADE

The clinical grade is based on clinical assignments, quizzes, student self-evaluation, clinical performance evaluation tools, clinical documentation, case presentations, and clinical evaluation aligned with the CLO/SLOs. The final course grade is calculated by averaging the hospital clinical, simulation, orientation, and community outreach scores divided by the number of clinical days for the entire semester.
**TESTING PROCEDURES AND GRADING**

*Formative evaluations* of students’ performance in the nursing courses are achieved through quizzes and unit tests administered throughout the semester, as scheduled by the course faculty.

*Summative evaluations* are conducted through a final examination and a standardized end-of-course examination using either an ATI Customized exams or Content Mastery Series exam as scheduled by the course faculty.

Based on the course and program learning outcomes, examinations are administered to measure and gauge students’ mastery, proficiency, and competence on the subject matter, topics, and concepts. It is an essential element in determining students’ level of competence and skills gained in the course. Course Examinations include the following: Unit Exams, ATI customized exams, ATI content mastery series exams, ATI targeted medical surgical exams, Comprehensive Predictor Exam Online Comprehensive Simulated Adaptive Tests, and the Final Examinations and constitute a significant part of the student’s grade.

**TESTING GUIDELINES**

The method of administering unit exams, final exams, and end-of-course standardized or customized exams will be in a face-to-face, proctored environment. In preparation for the Exams, students are provided with the distribution of test items according to the 2019 NCLEX – RN Test Plan into four major ‘Client Needs' categories, Nursing Process and Cognitive Level.

The exams will be conducted in the computer labs or classroom with the students' personal laptop computers properly charged to sustain the duration of the exams and with the appropriate application installed. The student's responsibility is to ensure the application was correctly installed, authorized access to the exams, and paid the fees for the exam applications.

Safety protocols of the college will be observed during the duration of the examination. If a face-to-face proctored test is not possible, will the faculty resort to remote proctored administration of the exam using appropriate remote proctoring applications.

**REMOTE PROCTORED TESTING:**

3. An abundance of caution due to COVID-19, and in compliance with the safety protocols, proctored exams will be administered remotely using either of following applications: Blackboard’s Respondus Lockdown Browser, Respondus Monitor, ExamMonitor, and Proctorio to maintain test integrity and security;

4. Students must follow instructions on the use of [Lockdown Browser and Respondus monitor](https://blackboard.com). Visit [Policies on the STC website](https://blackboard.com) and [Blackboard FAQs](https://blackboard.com).

5. Students using Proctorio for Proctored Exams must follow instructions. Refer to Student Orientation Video for [ATI Remote Proctoring with Proctorio](https://blackboard.com) and the [Student Quick Start Guide](https://blackboard.com).

6. Students using ExamMonitor for the remotely proctored exams must follow the guidelines and steps in [ExamMonitor](https://blackboard.com).

7. Students must logged-on early and be ready for the exam to start the exam promptly as scheduled.

8. Students will not be allowed to have other electronic devices (other than the computer that will be used for the test), including but not limited to; cell phones, electronic watches, and electronic pens during exams; earplugs are acceptable. Bluetooth and wired earphones are not allowed.

9. Students must use the identified remote exam monitoring software, verify identity with a photo ID, and record themselves until completion. A start-up sequence will guide students in showing identity and exam environment.

10. No articles will be allowed on the computer desk or exam table during the exam. No food or drinks will be allowed.
11. If the student is late for an exam, they will not be allotted extra time to complete it. Students can proceed with the exam with the remaining time allowed.

12. Students are not allowed to discuss the exam content before, during, or after the exam administration.

13. Coverage of exams is subject to change based on the class's progress on lecture days and will follow the same order of the topics found on the schedule/calendar. Should there be necessary changes in the coverage of the lectures and exams, modifications/changes will be announced on Blackboard and/or during class.

14. Scratch papers are not allowed. If the test requires writing, the student may use a whiteboard (no bigger than 8.5 x 11.75 inches) with dry-erase markers. All writings and marks made on the whiteboard must be erased at the end of the exam. Whiteboard must be shown to the lockdown browser monitor (or any remote proctoring software) clear of any marks and writings before and after the exam. Any exam materials must be shown to the lockdown browser monitor or remote proctoring software for recording before the start of the exam and after the exam is completed. Taking pictures of the exam and exam materials is not allowed. If the exam images are taken, the student will automatically get a zero (0) grade and be referred to the Program Coordinator for appropriate action.

15. Instructors will review suspicious behaviors detected (functionality feature of Respondus Monitor) and flags on the video recording.

16. The faculty will make a determination based on the indicators/flags in the recordings suggesting students' suspicious behaviors (i.e., students looking outside the computer monitor field, face not detected or partly detected by the camera), and an investigation will be conducted. Refer to Disciplinary Action Process in the NAH Student Handbook.

17. Should there be technical and computer glitches (i.e., students getting disconnected online) encountered during the computerized exams, (only the) affected students will be given extra time equivalent to the amount of time lost during the glitch. Suppose the computer or online issue is not resolved within 30 minutes and multiple students are affected. In this case, the exam will be voided, and a new exam will be scheduled and administered as soon as possible. The exam will cover the same concepts and test blueprint.

18. The student must notify the faculty immediately of internet connectivity and/or technical issues encountered before:
   a. starting the exam, and/or
   b. during the exam, and/or
   c. during the upload of the completed exam.

The student has to show proof and evidence of internet outage/technical issues encountered to the faculty as soon as possible. No evidence or proof of internet outage/technical issues or informing the faculty after the Exam time is over is considered an unexcused examination absence.

19. Computerized Adaptive Testing, online exams, and quizzes must be completed and submitted within the allotted time. Failure to submit the exam before the time expires results in the inability of the program/software to determine Mastery Level and will show an “I” (Incomplete) grade. An “I” (Incomplete) grade will be equivalent to a zero grade.

20. The grade for unit test and current average will be posted on Blackboard within a week after every unit test for courses conducted in an 8-week mini-mester. For courses taught within a 16-week semester, exam scores/grades will be posted on Blackboard within ten (10) school days after the exam or submission of assignment, online activity, case studies, group presentations, and other graded activity.

21. Final exam and course grade for Level 2 and Level 3 courses will be released on Blackboard on the last Friday of the mini-mester on or after 5:00 PM.

22. For Level 1 and Level 4 courses, the final exam and course grade will be released as scheduled in the STC Academic Calendar.
23. Failure to abide by the Testing Guidelines will result in a grade of zero on the exam, immediate failure in the course, or dismissal from the program.

FACE TO FACE PROCTORED TESTING:
1. If the Exam has to be administered on campus, students must report promptly to the assigned classroom/computer room as announced to take the test on paper or online.
2. Students will not be allowed to have electronic devices, including but not limited to; cell phones, electronic watches, and electronic pens during exams; earplugs are acceptable. Before starting the exam, all cellphones and electronic devices must be turned off and placed on the course faculty's desk.
3. No articles will be allowed on the computer desk or exam table during the exam. No food or drinks will be allowed in the computer labs.
4. If the student is late for a quiz, they will not be allowed to take the quiz. Missed quizzes cannot be made up.
5. If a student is late to an exam, they will not be allotted extra time to complete it. Students can proceed with the exam with the remaining time allowed.
6. Students must leave the examination room quietly after the completion of the upload submission of the exam. All personal items, including electronic devices, will be left in the room until the end of the exam administration.
7. Students are not allowed to explore the internet during the duration of the exam or after.
8. Students are not allowed to discuss the content of the exam, during or after.
9. Coverage of exams is subject to change based on the class's progress on lecture days and will follow the same order of the topics found on the schedule/calendar. Should there be necessary changes in the coverage of the lectures and exams, modifications/changes will be announced on Blackboard and/or during class.
10. Before leaving the examination room, exam booklets, scratch papers, and exam materials must be returned to the course faculty. Taking pictures of the exam and exam materials is not allowed. Suppose the exam booklets/materials are taken out of the classroom and/or images taken. In that case, the student will automatically get a grade of zero (0) on the exam and will be referred to the Program Chair for appropriate action.
11. Should there be technical and computer glitches (i.e., students getting disconnected online) encountered during the computerized exams, (only the) affected students will be given extra time equivalent to the amount of time lost during the glitch. Suppose the computer or online issue is not resolved within 30 minutes and multiple students are affected. In this case, the exam will be voided, and a new exam will be scheduled and administered as soon as possible. The exam will cover the same concepts and test blueprint.
12. Computerized Adaptive Testing, online exams, and quizzes must be completed and submitted within the allotted time. Failure to submit the exam before the time expires results in the inability of the program/software to determine Mastery Level and will show an “I” (Incomplete) grade. An “I” (Incomplete) grade will be equivalent to a zero grade.
13. Students may be required to bring a personal laptop computer capable of connecting online to be used for the test. The laptop must be capable of connecting online and meets the minimum specifications for the exam software.
14. The grade for unit test and current average will be posted on Blackboard within a week after every unit test for courses conducted in an 8-week mini-semester. For courses taught within a 16- week semester, exam scores/grades will be posted on Blackboard within ten (10) school days after the exam or submission of assignment, online activity, case studies, group presentations, and other graded activity.
15. Final exam and course grade for Level 2 and Level 3 courses will be released on Blackboard on the last Friday of the mini-semester on or after 5:00 PM.

16. For Level 1 and Level 4 courses, the final exam and course grade will be released as scheduled in the STC Academic Calendar.

17. Failure to abide by the Testing Guidelines will result in a grade of zero on the exam, immediate failure in the course, or dismissal from the program.

**ALTERNATE FORMAT QUESTION**

Alternate format questions are part of the formative and summative evaluation of students. Alternative format questions will be integrated with every unit and final exam to assess and measure students’ critical thinking and clinical judgment. A case study may be included in the unit and final examinations.

**TYPES OF ALTERNATE FORMAT QUESTIONS**

Alternate format questions will include:

A. Stand Alone Item
   1. Bow-tie Items
   2. Trend Items

B. Item Types:
   1. Extended Multiple Response (Select All That Apply, SATA)
   2. Extended Drag and Drop
   3. Cloze (Drop-down)
   4. Enhanced Hot Spot
   5. Matrix/Grid

C. Case Study
   A case study will consist of 6 questions per case study that will correspond with NCSBN’s NGN Clinical Judgement Measurement Model

<table>
<thead>
<tr>
<th>Course Level</th>
<th>Alternate Format Questions</th>
<th>Unit Test Number of Items</th>
<th>Time</th>
<th>Final Exam Number of Items</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 1</td>
<td>10%</td>
<td>5/50</td>
<td>1 hr 15 min</td>
<td>10/100</td>
<td>2 hrs 30 min</td>
</tr>
<tr>
<td>Level 2</td>
<td>15%</td>
<td>8/50</td>
<td>1 hr 15 min</td>
<td>15/100</td>
<td>2 hrs 30 min</td>
</tr>
<tr>
<td>Level 3</td>
<td>20%</td>
<td>10/50</td>
<td>1 hr 30 min</td>
<td>20/100</td>
<td>3 hrs</td>
</tr>
<tr>
<td>Level 4</td>
<td>25%</td>
<td>13/50</td>
<td>1 hr 30 min</td>
<td>25/100</td>
<td>3 hrs</td>
</tr>
</tbody>
</table>

**Note:** Transition cohorts (LVN-RN and EMT Paramedic-RN) will begin at Level 2 upon admission to the program.

The course faculty will provide a test blueprint in the distribution of content format before every exam. The Item Distribution Form is based on the current NCLEX Blueprint.

**REVIEW OF EXAMINATIONS GUIDELINES**

The review of unit exams and final exams will be in a face-to-face, proctored environment.

Safety protocols of the college will be observed during the duration of the review. If a face-to-face review is not possible, will the faculty resort to a remote review of the exam.
1. Unit exam reviews are conducted at a time and date identified by the course instructor. Exams will not be reviewed if a student or section has not yet been tested.

2. No electronic devices, including but not limited to cell phones, all watches, and electronic pens, will be allowed during exam review. All cellphones and electronic devices must be on the course faculty’s desk before the start of the review. Audio, video recording, and/or transcribing are not allowed during the duration of the exam review. If audio, video recording, and/or transcribing of the exam is done, the student automatically fails the course.

3. The exam review will not last more than 30 minutes.

4. The course faculty will discuss ONLY the Concept/Content of the top 10 test items that the students commonly missed in the Exam. The actual test questions/items will not be read or projected. The concept and rationale of the correct answer will be discussed. The course faculty will read all the correct answers. After all, correct answers are given, the course faculty will take questions in an orderly manner. The course faculty will provide the rationale for the correct answer. Suppose the student does not understand the course faculty’s rationale for the correct answer. In that case, they may complete a Student Exam Item Challenge Form and meet with the course faculty by appointment to discuss the question further.

5. Questions and issues on unit exams, including Student Exam Item Challenge Form, must be submitted to the course faculty by 7 pm on the exam review day. No challenge and review of the questions/exam will be accepted after that, and the exam grade becomes final.

6. Challenged exam items will be reviewed by the course faculty for accuracy.

8. If the course faculty finds merit and sufficient acceptable current course textbook evidence on the exam item being challenged, the course faculty may credit the contested exam item to the student(s) who challenged and to all students who gave the same response. Students who already have the correct answer will not receive additional points.

9. If the question remains unresolved, the student can appeal to the Evaluation and Examination Committee. If the student wishes to appeal to the Evaluation and Examination Committee, the student must type on the Student Exam Item Challenge Form, Rationale, and Reference(s):
   - Student’s name
   - A Number
   - STC email

   Submit to the course faculty the Form within the same day as the request for appeal is submitted to the Evaluation and Examination Committee. The course faculty has 48 business hours to submit the requested documentation to the Evaluation and Examination Committee Chairperson.

10. The Evaluation and Examination Committee has seven business days to review, research, discuss and decide if the challenge will be granted or denied. The Committee will email the student(s) and faculty of the decision of the committee. The decision of the Evaluation and Examination Committee is final.

11. Final Examinations will NOT be reviewed by the class. Only students who failed the course may set up an appointment with the course faculty to review only the final exam.

---

REVIEW OF EXAMINATIONS GUIDELINES (REMOTE)

1. An abundance of caution due to COVID-19, and in compliance with the safety protocols, exams will be reviewed remotely.

2. Unit exam reviews are conducted at a time and date identified by the course instructor. Exams will not be reviewed if a student or section has not yet been tested.

3. Except for the computer used for exam review, No electronic devices, including but not limited to cell phones, all watches, and electronic pens, will be allowed during exam review. All cellphones and electronic devices must be away from the computer desk and turned off. Audio, video recording, and/or transcribing are not allowed during the duration of the exam review. If audio, video recording, and/or transcribing of the exam is done, the student automatically fails the course.
4. The exam review will not last more than 30 minutes.

5. The course faculty will discuss ONLY the Concept/Content of the top 10 test items that the students commonly missed in the Exam. The actual test questions/items will not be read or projected. The concept and rationale of the correct answer will be discussed. The course faculty will explain the correct answer in context. Suppose the student does not understand the course faculty’s rationale for the correct answer. In that case, they may complete a Student Exam Item Challenge Form and meet with the course faculty by appointment to discuss the question further.

6. Questions and issues on unit exams, including Student Exam Item Challenge Form, must be submitted to the course faculty by 7 pm on the exam review day. No challenge and review of the questions/exam will be accepted after that, and the exam grade becomes final.

7. The course faculty will review challenged exam items for accuracy.

8. Suppose the course faculty finds merit and sufficient acceptable current course textbook evidence on the exam item being challenged. In that case, the course faculty may credit the contested exam item to the student(s) who challenged and to all students who gave the same response. Students who already have the correct answer will not receive additional points.

9. If the question remains unresolved, the student can appeal to the Evaluation and Examination Committee. If the student wishes to appeal to the Evaluation and Examination Committee, the student must type on the Student Exam Item Challenge Form, Rationale, and Reference(s):
   - Student’s name
   - A Number
   - STC email

Submit to the course faculty the Form within the same day as the request for appeal is submitted to the Evaluation and Examination Committee. The course faculty has 48 business hours to submit the requested documentation to the Evaluation and Examination Committee Chairperson.

10. The Evaluation and Examination Committee has seven business days to review, research, discuss and decide if the challenge will be granted or denied. The Committee will email the student(s) and faculty of the decision of the committee. The decision of the Evaluation and Examination Committee is final.

11. Final Examinations will NOT be reviewed by the class. Only students who failed the course may set up an appointment with the course faculty to review only the final exam.

---

**FREQUENCY/NUMBER OF EXAMINATIONS PER COURSE**

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Unit/Section Exams</th>
<th>Custom/Standard Exam</th>
<th>Final Examination</th>
<th>Comprehensive Predictor Exam</th>
</tr>
</thead>
<tbody>
<tr>
<td>RNSG 1513</td>
<td>5</td>
<td>1</td>
<td>1</td>
<td>N/A</td>
</tr>
<tr>
<td>RNSG 1341</td>
<td>5</td>
<td>1</td>
<td>1</td>
<td>N/A</td>
</tr>
<tr>
<td>RNSG 2213</td>
<td>4</td>
<td>1</td>
<td>1</td>
<td>N/A</td>
</tr>
<tr>
<td>RNSG 1343</td>
<td>4</td>
<td>1</td>
<td>1</td>
<td>N/A</td>
</tr>
<tr>
<td>RNSG 1412</td>
<td>4</td>
<td>1</td>
<td>1</td>
<td>N/A</td>
</tr>
<tr>
<td>RNSG 2331</td>
<td>5</td>
<td>1</td>
<td>1</td>
<td>N/A</td>
</tr>
<tr>
<td>RNSG 2221</td>
<td>2</td>
<td>N/A</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>RNSG 1417</td>
<td>5</td>
<td>1</td>
<td>1</td>
<td>N/A</td>
</tr>
<tr>
<td>RNSG 1301</td>
<td>5</td>
<td>1</td>
<td>1</td>
<td>N/A</td>
</tr>
</tbody>
</table>
ATI customized (RNSG 1301, RNSG 1341, RNSG 1513, RNSG 1343, RNSG 1412, RNSG 1417), or content mastery series (RNSG 2213, RNSG 2331) exams are administered at a specified date before the final exam and must be completed by the student enrolled in the course. The end-of-course ATI customized exam has 50 items and has to be administered over 1 hour.

**Mastery Series Exams:**

<table>
<thead>
<tr>
<th>Course</th>
<th># Items</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>RNSG 2213</td>
<td>70</td>
<td>70 min</td>
</tr>
<tr>
<td>RNSG 2331</td>
<td>100</td>
<td>100 min</td>
</tr>
</tbody>
</table>

**Comprehensive Predictor:**

<table>
<thead>
<tr>
<th>Course</th>
<th># Items</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>RNSG 2221</td>
<td>180</td>
<td>180 min</td>
</tr>
</tbody>
</table>

**RNSG 2363 Clinical V**

Online Comprehensive Examinations include Four (4) Online Comprehensive Exams among the following sources: HURST Q Simulators, ATI Exams, NCLEX-RN PassPoint Exams.

<table>
<thead>
<tr>
<th>Online Comprehensive Exam</th>
<th># of Items</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>125</td>
<td>3 Hours</td>
</tr>
<tr>
<td>2</td>
<td>125</td>
<td>3 Hours</td>
</tr>
<tr>
<td>3</td>
<td>125</td>
<td>3 Hours</td>
</tr>
<tr>
<td>4</td>
<td>125</td>
<td>3 Hours</td>
</tr>
</tbody>
</table>

To be prepared and be successful in taking exams, students are encouraged to maximize the utilization of multiple and optional resources from the library and CLE. Students are encouraged to use other reference materials to augment and strengthen their knowledge base, understanding, learning of concepts, developing and harnessing critical thinking skills, and test-taking strategies.

**EXCUSED ABSENCE FOR EXAM**

For excused absence, a make-up exam must be taken on the next class day or designated by the course faculty and must be completed before the student can return to the class. The same test blueprint will be utilized for the exam. Students will have two options for the special exam. The student has to submit a signed letter indicating the option they choose before the test is administered.

**Option 1:** Alternate format (i.e., Fill-in-the-blanks, essay, matching type) or different exam questions (from within the test coverage).

**Option 2:** The same exam that was taken by the class with 10 points off deduction on the raw score (20 percent in a 50-item exam). For the final exam, 20 points off deduction on the raw score (20% in a 100-item exam).

Students must follow the Attendance Procedure to be eligible for a make-up exam.
CLINICAL EXPERIENCES

Students’ clinical experiences are planned to provide the opportunity to develop nursing skills and to utilize critical thinking skills in the assessment, diagnosis, planning, implementation, and evaluation of client care. The following guidelines will make the experience beneficial to students and safe for clients:

1. Assignments will reflect theoretical class content and provide the opportunity for the performance of nursing skills previously learned and demonstrated in the campus skills lab.
2. Students may obtain their assignments at a time designated by the clinical faculty in a predetermined area of the client care unit at the agency. Assignments will be given to students observing confidentiality and HIPAA guidelines. Hand-off reports must keep confidentiality in using Pronto, Blackboard, MS Teams, and other applications. HIPAA guidelines must be followed and practiced at all times.
3. Students should be in complete uniform during clinical. Uniforms may include facility-required COVID-19 precautions, CDC, Federal, State, and local guidelines. Students must comply with Unit specific requirements and policy for proper and appropriate use of PPE.
4. Students will be expected to perform procedures using principles learned within the specific agency’s policy. Supervision will be required until nursing care, and skills are performed safely and with competence.
5. Students report directly to the clinical faculty, designated supervisor, or preceptor and will seek their supervision or advice as the situation indicates.
6. Students can only administer medications under the direct supervision of a clinical faculty.

SAFE CLINICAL PRACTICE STANDARD PURPOSE OF PROFESSIONAL CLINICAL EXPERIENCES

To provide an opportunity for the nursing student to demonstrate competence in the cognitive (knowledge & judgment), psychomotor, and affective skills necessary to practice in the profession of nursing. The clinical learning environment is one in which the student is expected to progress in level of competence.

STANDARD

From entry into the clinical setting through completion, the student is expected to practice in a safe and responsible manner regarding him/herself, the patient/client and the environment. The student nurse, participating as a member of the health care team and member of the profession, is responsible for providing patient-centered care, contributing to the continuity of care, and maintaining patients’ safety and welfare throughout the clinical experience.

Self: Prior to entering the clinical experience, the student will have demonstrated in the classroom and laboratory the necessary knowledge and skill is required in the current clinical setting.

Prior to entering the clinical experience, the student will have submitted evidence of negative TB test, current immunizations, CPR certification, negative drug test, negative criminal background check, hospital orientation, professional liability, and medical health insurance. Students must have completed and submitted required Clinical Requirements documentation (COMPLIO Compliance) to the Clinical Instructor at the start of every clinical day.

The student will not enter the clinical or classroom setting when he/she has an impairment or illness that may be harmful or infectious to others.

While in the clinical setting, the nursing student will:
• Utilize the Professional Standards of Practice set forth by Board of Nurse Examiners for the State of Texas; Rule 217.11 Rules and Regulations Relating to Professional Nurse Education, Licensure, Peer Assistance, and Practice in performing all academic and clinical work in the associate degree nursing program.
• Demonstrate honesty in all behaviors & communications in the classroom and clinical setting.
• Arrive at the clinical station on time, sign in on time, report to the person responsible for the student’s supervision any time the student leaves the clinical station, sign out on time when leaving the clinical station.
• Demonstrate behavior indicative of a drug & alcohol-free professional per STC Policy 4213;
• Display stable mental/emotional & physical health.
• Demonstrate responsibility for all personal actions, and rights of the client and agency, by not failing to report mistakes or problems.
• Demonstrate safety as a priority by taking appropriate steps to ensure the injury does not occur to the student during the course of clinical practice.
• Abstain from all forms of sexual harassment toward fellow students, faculty, clients, and agency.
• Follow the Professional Appearance Standard as indicated in the student handbook and submit the required Professional Appearance Standard Checklist at the start of each clinical day.
• Demonstrate complete understanding of confidentiality by not participating anywhere in inappropriate conversations, sharing information, or obtaining information in any form that is/are not pertinent to the student’s current clinical assignment.
• Demonstrate correct, accurate, and timely record keeping and verbal communication.
• Provide safe, therapeutic care to clients, utilizing the level of supervision, which the student’s immediate clinical supervisor has outlined.

Care of Clients: While in the clinical area, the student will:

• Demonstrate correct use of all therapeutic processes, ensuring physical, mental & emotional safety of the client and their property as he/she provides care.
• Demonstrate a nonjudgmental attitude toward clients concerning race, color, national origin, religion, socioeconomic status, age, disease process, or sexual preference.
• Provide care which the student has been deemed competent to perform, utilizing the level of supervision appropriate to the circumstance outlined in the clinical guidelines.
• Demonstrate a team approach to client care by communicating clinical information in a timely fashion, verbally and/or in writing.

Care of Environment: While in the clinical area, the student will:

• Demonstrate respect for the agency through proper use and care of all equipment and property.
• Demonstrate understanding of safety by using safety devices, a team approach to ensure safe patient care, and keeping all potential injury-producing objects out of the client’s access.
• Demonstrate understanding of disease transmission by using standard precautions, proper handwashing, and linen care.

CLINICAL REQUIREMENTS

Once a prospective student is admitted into the ADN Program, they will fulfill additional immunizations and clinical requirements. See NAH Handbook for more information on clinical requirements. Disciplinary action for any student removed from the clinical site will be addressed accordingly as delineated in the Disciplinary Action Process.
CLINICAL ATTENDANCE

Clinical Attendance is required for the completion of clinical learning objectives. Students are required to attend clinical at the assigned time and location promptly. Transportation is the responsibility of students.

Unexcused absences, which total more than 10% of the scheduled clinical hours for any clinical or laboratory course will fail the clinical course.

Tardiness of 30 minutes or more will be recorded as a clinical absence. No half-day absences are allowed. Tardiness of less than 30 minutes on three (3) separate occasions will count as one clinical day absence.

The following must occur in the event an absence from clinical is necessary:

1. Students must inform the Clinical Faculty via Blackboard or Pronto at least two hours before the scheduled start of the clinical for an anticipated absence. During capstone, the assigned preceptor must be notified at least one hour before the beginning of the shift. No call no-show will result in a zero grade for the clinical day.
2. Special circumstances will be considered on an individual basis at the discretion of the clinical faculty.

Absences are reserved for extreme emergencies, personal illness, or health conditions, putting the students, faculty, classmates, and clients at risk. Excessive unexcused absences put the students at risk for not meeting course/Program outcomes.

Due to the COVID-19 clinical schedule, students are expected to be on time with the Clinical, including the Simulation schedule to achieve the Clinical Objectives. Tardiness results in student’s failure/missing to achieve the clinical objective. Failure to achieve the objective will result in a zero grade on the objective missed.

CLINICAL COMMUNICATION

Communication will take many forms and include agency records, student self-evaluation, and faculty anecdotal notes and evaluations.

1. Students will always report to the faculty and designated supervisor before leaving the unit. Students are not allowed to take any verbal order(s) from a physician or other healthcare providers.
2. Students assume responsibility for keeping the faculty and designated supervisor informed of the client’s progress/changes and follow through as needed.
3. Students will not sign as a witness, permit, or any legal document related to client care.
4. Students will self-evaluate their performance every clinical day.
5. Faculty/preceptors will keep anecdotal notes as necessary for the students’ evaluation record.
6. Faculty/preceptor may use approved application/software for communication (i.e., Pronto, MS Teams, Blackboard).
7. Students have the opportunity to read and discuss their anecdotal notes and to write comments if desired. Students will have informal opportunities to discuss their progress with their faculty. Conferences can be held at a mutually convenient time by the student and the faculty. Specific information regarding each clinical and its guidelines will be provided during the course orientation.
CLINICAL WARNING

Students must satisfactorily complete all required learning objectives/outcomes through clinical performance. The clinical faculty will document in writing the reasons for unsatisfactory clinical performance on the clinical evaluation tool and a Conference Summary Form.

The course faculty has the right and responsibility to dismiss the students from the clinical area at any time that the student exhibits unsafe clinical performance. Unsafe clinical performance is defined as the inability to meet the needs of the patient safely. Examples of behaviors that demonstrate unsafe clinical performance are listed on the clinical evaluation tool for each course.

Unsafe behavior may consist of behavior or pattern of behaviors that include, but are not limited to:

1. Failure to carry out the course requirements, including ATI System Disorder, ATI Critical Thinking Tool EHR Documentation, and noncompliance in COMPLIO at the start of Clinical, among others.
2. Engaging in activities judged to be unsafe for students’ level and clinical assignment based on course objectives;
3. Engaging in any activity that has the potential to place the client in physical or emotional jeopardy;
4. Violation of any critical element identified in the evaluation tool.

A Conference Form will be issued in the event the activities mentioned above are not observed. The course faculty has the right and responsibility to dismiss students from the clinical area when client care is jeopardized. This dismissal from clinical will result in a conference with members of the course team and Program chair.

FAILURE TO MEET THE STANDARD

Failure by the nursing student to meet any part of the above standards will cause action to be taken by the clinical faculty, Program Chair, and Division of Nursing and Allied Health Dean. See the NAH Disciplinary Action Due Process.

HEALTH EXAMINATION

Students are required to provide documentation verifying the following before attending a clinical course, along with other requirements. Failure to provide this documentation will be the basis for not attending clinical, which may result in a course failure. Please see Clinical Compliance Specialist with specific questions or the other documentation needed for compliance.

1. Current validated immunizations from a US medical source
   a. Tetanus/Diphtheria/Pertussis (Tdap) 1 dose within the last 10 years
   b. Hepatitis B completed 3 dose series or titer proving immunity
   c. MMR (MMR) 2 doses or titer proving immunity
   d. Varicella (Chicken Pox) 2 doses for titer proving immunity
   e. Meningitis (MCV4) new students entering under the age of 22 – 1 dose accepted within the last 5 years or must have 2 completed doses

2. Tuberculosis screening
   a. negative results within 6 months of entering the program
   b. if a student test positive for a PPD, the student must provide a negative chest x-ray report every two years
3. Influenza is required from August – April
   a. Must have vial lot number and vial expiration date documented on the form

HEALTHCARE-ASSOCIATED INFECTION GUIDELINES

The Center for Disease Control in Atlanta has developed Healthcare-Associated Infection (HAI) Guidelines as recommendations to all healthcare workers for preventing transmission of blood-borne diseases in the healthcare setting. All patients’ blood and certain body fluids are considered potentially infectious for HIV, Hepatitis B virus (HBV), and other blood-borne pathogens. The guidelines are intended to prevent parenteral, mucous membrane, and non-intact skin exposure. Implementing these control measures does not prevent the need for continued adherence to general infection control principles and general hygiene measures. For more information, view [www.cdc.gov](http://www.cdc.gov)

Minimum Guidelines:

1. Use standard precautions for all clients.
2. Use appropriate barrier precautions routinely when in contact with any blood or other body fluids of any client.
3. Change gloves after each contact with clients, followed by hand washing after gloves are removed.
4. Wear a mask and protective eyewear during any procedure that is likely to generate drops or sprays to prevent exposure of mucous membranes of the mouth, nose, and eyes.
5. Wash hands and other skin surfaces immediately and thoroughly if contaminated with blood or other body fluids.
6. Refrain from all direct client care if you have exudative lesions or weeping dermatitis until the condition resolves.
7. Use resuscitator bags and other ventilation devices to reduce the need for mouth-to-mouth resuscitation.
8. Always use gloves when giving injections, changing wound dressings, or starting IVs or heparin/saline locks.
9. Use appropriate equipment to prevent injuries when using needles, scalpels, or other sharp instruments.
10. Do not recap used needles. Discard needle unit uncapped and unbroken into sharps containers after use. Use needle-less systems wherever possible.
11. Notify your faculty immediately if you receive an injury from a contaminated needle or other sharp instruments or any potentially harmful occurrence to either you or your patient(s). It is your responsibility to adhere to the policies and procedures of the agency regarding the completion of incident reports.
12. Observe COVID-19 precautions per clinical facility/unit, CDC Guidelines, Local Health Department, and STC Guidelines.

FUNCTIONAL ABILITIES STANDARD

Refer to NAH Student Handbook for the Form.

Functional Abilities Standard is the essential functions every South Texas College NAH student is expected to perform and are necessary for successful participation in the ADN Program. These are necessary to provide healthcare services in a safe, ethical, and legal manner. Students participating in an STC NAH Program are expected to demonstrate the functional abilities depicted in the form, with or without reasonable accommodations.

These are applicable in classrooms, laboratories, and clinical/practicum settings. The STC NAH Program
uses independent clinical education sites that may or may not offer the same reasonable accommodations that are made available by the college. For more information, please contact the Office of Counseling and Student Disability Services, NAH 956-872-3077 Pecan 956-872-2173.

**PRECEPTORSHIP/CAPSTONE PROCEDURE**

Students must observe utmost professionalism and proper channel of communication while on Capstone/Preceptorship experience. Preceptorship/Capstone students must adhere to the NAH and ADN Student Handbooks guidelines and procedures for Clinical Experiences and Clinical requirements outlined in the course syllabus. This includes but is not limited to Safe Clinical Practice Standards, Clinical Attendance, Clinical Warning, Clinical Communication, Health Examination, Healthcare-Associated Infection Guidelines, and Technical Performance Standards. Failure of the student to comply with these procedures will result in disciplinary action, which may include, but are not limited to, conference summary up to dismissal from the program proportional to the infraction.

1. It is the instructor’s responsibility to look for the student’s placement to complete the preceptorship experience. The student will be allowed to request placement in a specific facility and unit of assignment. However, actual assignment/placement will be determined by the faculty to facilitate efficient and prompt placement in the facility, unit, and shift where there are qualified preceptors. A student’s preceptor, facility, unit, and shift request is not a guarantee of placement. Student’s current grade in RNSG 2331 may be utilized as the basis to determine placement in slots/positions being competed upon by students’ requests. Students requesting a change in their submitted request will not be accommodated after the request period has lapsed. The faculty will assign the student who failed to submit the request on time to any available facility or unit.

2. Preceptorship clinical hours will be conducted in hospital settings and simulation labs.

3. The student will not be assigned in an area/unit/facility where the student maintains current employment either as per diem, part-time or full-time.

4. The student is not allowed to arrange placement with the facility or unit of assignment personally. Request for placement must be channeled through the faculty. The faculty will arrange placement with the facility’s assigned contact person/office.

5. Students must comply and complete all the course requirements and the facility before starting with the preceptorship experience. Failure to complete and submit the requirements before the official start of the preceptorship course will result in the student not being allowed to complete the required preceptorship hours for the current semester. Students may complete the requirements set forth for the following semester and complete the preceptorship hours after that.

6. The student must notify the course instructor immediately if the primary preceptor is unavailable and an alternate preceptor is assigned. The student must submit the required completed documents (i.e., preceptor’s application form) of the alternate preceptor to the instructor before the end of the shift. Hours under alternate preceptors’ must not exceed the total clinical preceptorship hours with the Primary Preceptor.

7. The instructor will monitor student’s completion of the learning plan outlined in the journal.

8. The instructor will conduct unannounced site visits for purposes of monitoring student’s performance, facility and student satisfaction, student’s compliance to facility guidelines and procedures, monitor student’s planned learning objectives, and consult with the preceptor for feedback.

9. The student must clock in before the assigned shift and clock out at the end of the shift utilizing the Preceptor’s Hours Log. The student must also notify the assigned instructor of the arrival and departure time from the clinical site via text message or similar messaging apps. The timesheet must reflect only actual clinical hours completed or its equivalent hours as authorized by the faculty. Inaccurate or falsified entries will be subject to disciplinary action.
10. It is the responsibility of the student to follow the channels of communication and promptly notify the preceptor, charge nurse, and the instructor of any events or changes affecting the preceptorship experience and the client. This includes but is not limited to patient safety, unprofessionalism, nursing practice standards infractions.

11. The student must exhibit respect and professionalism for the facility staff and the preceptor at all times.

12. The student can administer medication under the supervision of the primary nurse.

13. No time-and-a-half credit will be given for clinical hours obtained during holidays. It will be counted as regular hours.

14. During capstone, the assigned preceptor must be notified of anticipated absence or tardy at least one hour before shift start. No call no-show will result in a zero grade for the clinical day.

15. No more than four (4) consecutive 12-hour shifts will be allowed to ensure client and student safety. Failure to comply will forfeit all the hours obtained over the four (4) successive twelve (12) hour shifts and result in disciplinary action.

16. The simulation component, if applicable, will follow the Simulation guidelines and expectations.

17. The required 160 hours must be completed within the allotted period. The student who fails to meet the required clinical hours will obtain a failing grade in the course.
ORGANIZATION AND COMPOSITION OF THE PROGRAM COMMITTEES

The Committees are organized at the start of every academic year. All faculty members may choose the committee they wish to serve and participate in or be assigned to a committee. Each faculty will participate in at least one primary and one ad-hoc or minor committee. The committee members elect a Committee Chair and a Secretary. Program Chair/Coordinator and Assistant Program Chairs Clinical Coordinators are non-voting members/participants of the Committee. The Committees will meet once a month or when necessary. Hours spent by the members of the different committees are credited towards the faculty's college service hours. Faculty with a Summer teaching load automatically become members of committees that need to convene during the Summer sessions.

INFORMATICS COMMITTEE

Roles and Responsibilities

I. Educate, Train, And Provide Support to System Users
   a. Facilitates orientation and training of system users on the use of information technology and management systems.
   b. Provides support in troubleshooting issues encountered by system users related to the use of technology.
   c. Provides recommendations to faculty on strategies of integrating informatics into the curriculum.

II. Choose Appropriate Systems
   a. Facilitates pilot testing of information technology software or application.
   b. Provides objective evaluation of pilot-tested systems or software.
   c. Provides recommendations in the selection of information systems.

III. Project Management
   a. Develops implementation timelines for the adoption of new systems.
   b. Develops schedules for faculty training.
   c. Coordinates with STC IS&P department to facilitate procurement and installation of information systems.

IV. Policy Writing
   a. Assists in developing policies related to information technology and management.
   b. Assists in the evaluation and revision of existing policies.
   c. Reviews evidence-based practices on information technology and management.

V. Optimizing Systems
   a. Performs regular evaluation of current information technology and provides recommendations for improvement and enhancement.
   b. Maintains documentation of user- and system-related issues.
   c. Identifies and utilizes quality improvement strategies using the QSEN Informatics Competencies as the framework.
ADMISSION AND READMISSION COMMITTEE

Roles and Responsibilities
The Admission and Readmission Committee is maintained to discuss, deliberate, and vote on the pending admission and readmission concerns and issues.

I. Readmission
   a. Reviews letters of intent, letters of petition, and remediation portfolios of students seeking readmission to the Program.
   b. Reviews and evaluates remediation binders submitted by the students and determines the sufficiency of preparation or needing to improve remediation binders based on rubrics.
   c. Reviews and accepts students’ applications for readmission to the Program for Math incompletes, Title IX, course failures, personal and medical leaves.

II. Guidelines and Procedure Writing
   a. Assists in developing procedures related to readmission of students in the Program.

III. Membership: The ADN Program Admission and Readmission Committee will be composed of:
   a. At least five (5) full-time faculty members have volunteered or been assigned to be part of the Committee.
   b. Chair and Secretary of Committee will be elected by the members of the committee (Faculty).

IV. Term of Membership
   a. Faculty serving on the committee will do for the entire Academic Year.
   b. Student Representative will serve for the entire semester.
   c. The Advisor and Assistant Advisor are automatically members of the committee.
   d. Faculty with a Summer teaching load will compose the members of the Committee during Summer sessions.

CURRICULUM COMMITTEE

The Associate Degree Nursing program maintains a Curriculum Committee to initiate and recommend necessary changes in the program’s curriculum. The committee ensures compliance with the guidelines set forth by the Texas Higher Education Coordinating Board (THECB), the Southern Association of Colleges and Schools (SACS), and the Texas Board of Nursing (BON). The committee is tasked to review and evaluate the curricula for changes and improvements needed, leading to Associate Degree Nursing. Necessary changes, progress, and recommendations will be submitted to the Associate Degree Nursing Program Faculty for confirmation and approval.

I. Membership of the Committee
   The ADN Program Curriculum Committee will be composed of:
   a. At least five (5) full-time faculty members volunteered or were assigned to the Committee.
   b. The chair of the Curriculum Committee will be elected by the members of the committee (Faculty).
   c. One (1) elected student representative, and one (1) elected alternative student representative from every Level (Level 1 to 4), LVN to RN track, and Paramedic to RN track.

II. Term of Membership
   a. Faculty serving on the committee will do for the entire Academic Year.
   b. Student Representative will serve for the entire semester.

III. Responsibilities
   a. Chair of the Curriculum Committee
      i. Presides Committee Meeting;
      ii. Schedules organize and coordinate Committee Meetings;
iii. Keeps records of minutes of the meetings and attendance;
iv. Updates the Faculty and the Program Chair of the Committee meeting decisions, progress reports, and resolutions;

b. Faculty Members of the Committee
   i. Participate in every Committee Meeting;
   ii. Deliberate and vote on committee reports, resolutions, and decisions;
   iii. Disseminate information, reports, resolutions, and decisions to the faculty of the Level they represent;
   iv. Elect the Chair of the Curriculum Committee

c. Student Members of the Committee
   i. Participate in every Committee Meetings;
   ii. Gather legitimate concerns and issues from students in the Level they represent;
   iii. Present issues, concerns during the Committee meetings;
   iv. Disseminate the results of reports, decisions, and resolutions to the students of the Level they represent.

STUDENT AFFAIRS COMMITTEE

Students will elect a representative and an alternate at the beginning of each semester to serve in the Curriculum Committee and Student Affairs Committee. Student representatives elected by the different cohorts attend as non-voting members of the Curriculum and Student Affairs Committees.

Students may be requested to serve in other standard and ad hoc committees as established. The student representative's responsibilities include attending the scheduled meetings, presenting concerns and issues with suggested solutions from their level, and disseminating information, action, or resolution that were acted upon in the meeting.

Roles and Responsibilities

I. Fosters a safe environment that promotes educational experiences focused on student development in alignment with academic learning and institutional core values of Student Success, Opportunity, Excellence, Innovation, Community, Professionalism, and Integrity.

II. Recommends, develops, and facilitates program activities geared towards increasing student engagement that promotes institutional core values approved by nursing program leadership.
   a. Mentors advise and provide support to individuals or groups of nursing students for activities that promote professional development.
   b. Facilitates activities that support the mission and goals of the Nursing Programs, including but not limited to pinning ceremonies, program alumni organization, local and national nursing student organizations.
   c. Develops or facilitates programs and activities that promote student success, i.e., award scholarship grants.

EVALUATION AND EXAMINATION COMMITTEE

Roles and Responsibilities

Evaluation of student performance will take place in all classes, skills-lab, simulation, and clinical settings. Formative and Summative approaches will be utilized for both theory and clinical courses. Various evaluation approaches will be used in the classroom, including, but not limited to, written examinations,
practical examinations, class participation activities, and reports, both oral and written. Various evaluation tools, methods, and grade sheets used within the program are included in the individual course syllabi. Exam etiquette requirements must be followed per course faculty. It is the student’s responsibility to clarify course expectations with the course faculty and seek the faculty’s assistance as needed in a direct and timely manner.

The committee is tasked to review, evaluate, monitor, analyze, deliberate, improve, and approve changes to the evaluation and testing guidelines, procedures, and administration of evaluation and testing.

Further, the Committee is tasked to:
1. Set and revise guidelines exam administration
2. Check and peer review tests and evaluations
3. Review and evaluate item analysis of tests
4. Monitor changes and update on exams
5. Monitor the implementation of a minimum of 10% change in the test items of every unit test per semester.

I. Membership of the Committee
   The ADN Program Curriculum Committee will be composed of:
   a. At least five (5) full-time faculty members volunteered or were assigned to the Committee.
   b. Chair of the committee who will be elected by the members of the Committee (faculty).

II. Term of Membership
   a. Faculty serving on the committee will do for the entire Academic Year.
   b. Summer faculty automatically become members during Summer sessions.

III. Responsibilities
   a. Chair of the Evaluation and Testing Committee
      i. Presides committee meetings
      ii. Schedules organize and coordinates committee meetings
      iii. Keeps records of minutes of the meetings and attendance
      iv. Updates the faculty and the program chair of the committee meeting decisions, progress reports, and resolutions
   b. Faculty Members of the Committee
      i. Participate in every Committee Meeting
      ii. Deliberate and vote on committee reports, resolutions, and decisions
      iii. Disseminate information, reports, resolutions, and decisions to the faculty of the Level they represent
      iv. Participate in the review, monitoring, and deliberation on test items, test analyses, changes of testing and evaluation guidelines, improvements, and adaption of guidelines and procedures
      v. Elect the Chair of the Curriculum Committee

MATH DOSAGE AND CALCULATION AD HOC COMMITTEE

The Associate Degree Nursing Program maintains a Math Dosage and Calculation Committee to initiate and prepare level-specific Dosage and Calculation Module, coordinate with CLE and tutors, and recommend necessary changes in the program’s dosage and calculation procedures and standards. The committee is tasked to review and evaluate Dosage and Calculation Modules and Dosage and Calculation Examinations for changes and improvements needed, deliberate, and decide on exam items being challenged by the students.

I. Membership of the Committee
   The ADN Program Math Dosage and Calculation Ad Hoc Committee will be composed of:
a. At least five (5) volunteer or were assigned full-time faculty members representing a specific Level/Tract;
b. Chair of the Ad Hoc Committee will be elected by the members of the ADN Math Dosage and Calculation Ad Hoc Committee;

II. Term of Membership
a. Faculty serving on the Math Dosage and Calculation Ad Hoc Committee will do for the academic year.

III. Responsibilities
a. Chair of the Math Dosage and Calculation Ad Hoc Committee will;
   i. Preside Ad Hoc Committee Meetings
   ii. Schedule, organize, and coordinate Ad Hoc Committee Meetings
   iii. Keep records of minutes of the meetings and attendance
   iv. Keep updated copies of the Math Dosage and Calculation Modules
   v. Coordinate with all Levels and tracks the Math Dosage and Calculation Modules, including the release of modules to the faculty, students, CLE, and tutors
   vi. Update the Faculty and the Program Chair of the Ad Hoc Committee meeting decisions, progress reports, and resolutions during faculty meetings or as necessary
   vii. Notify the student in writing of the conclusion of the committee with regards to the test item being challenged or appealed
b. Faculty Members of the Committee will;
   i. Participate in every Math Dosage and Calculation Ad Hoc Committee Meeting
   ii. Participate in the preparation and review of the Math Dosage and Calculation Modules
   iii. Peer reviews of the Dosage and Calculation Exams
   iv. Deliberate and votes on Math Dosage and Calculation Ad Hoc Committee reports and decisions, including test item exam challenges
   v. Disseminate information, reports, and updates Level faculty members they represent
   vi. Elect the Chair of the Math Dosage and Calculation Ad Hoc Committee

---

CLA**INICAL AND SIMULATION COMMITTEE**

The Associate Degree Nursing program maintains a Clinical and Simulation Committee to initiate the Clinical and Simulation Handbook and recommend necessary changes in the program’s curriculum on the context and delivery of Clinical and Simulation experience of students. The committee ensures the Clinical and Simulation experiences observe and in accordance with the standard of Simulation and the Texas Board of Nursing (BON). The committee is tasked to regularly review and evaluate guidelines and structure to maximize student learning and create a positive learning environment for faculty and students.

I. Membership of the Committee
The ADN Program Clinical and Simulation Committee will be composed of:

   a. At least five (5) full-time faculty members volunteered or were assigned to the Committee.
   b. The chair of the Clinical and Simulation Committee will be elected by the committee members (Faculty).
   c. One (1) elected student representative, and one (1) elected alternative student representative from every Level (Level 1 to 4), LVN to RN track, and Paramedic to RN track.

II. Term of Membership

   a. Faculty serving on the committee will do for the entire Academic Year.
   b. Student Representative will serve for the entire semester.
III. Responsibilities
   a. Chair of the Clinical and Simulation Committee
      i. Presides Committee Meeting;
      ii. Schedules organize and coordinate Committee Meetings;
      iii. Keeps records of minutes of the meetings and attendance;
      iv. Create and update the Clinical and Simulation Handbook
      v. Updates the Faculty and the Program Chair of the Committee meeting decisions, progress reports, and resolutions;
   b. Faculty Members of the Committee
      i. Participate in every Committee Meeting;
      ii. Deliberate and vote on committee reports, resolutions, and decisions;
      iii. Disseminate information, reports, resolutions, and decisions to the faculty of the Level they represent;
      iv. Elect the Chair of the Clinical and Simulation Committee
   c. Student Members of the Committee
      i. Participate in every Committee Meetings;
      ii. Gather information on the learning experience in Clinical and Simulation;
      iii. Provide feedback on the ex
      iv. Disseminate the results of reports, decisions, and resolutions to the students of the Level they represent.

DISCIPLINARY ACTION PROCESS

Refer to NAH Student Handbook.
The following is the ADN Program’s readmission procedure:

- **Student Withdrawal** from any RNSG course with a Failing Grade.
- **Student Withdrawal** from any RNSG course for documented medical/extenuating reasons.
- **Incomplete Grades** from any RNSG course for documented medical/extenuating reasons.
- **A student with a Failing Grade in any RNSG Course (Except RNSG 1209)**

### Failing Grade in Didactic Classes with Associated Clinicals

Readmitted students must **retake** the associated clinical courses if they failed in any of the following courses: RNSG 1513, RNSG 1341, RNSG 2213, RNSG 1412, RNSG 1343, RNSG 2331, and RNSG 1417.

The associated clinical course (though previously passed) must be re-taken simultaneously as the didactic course that the student is repeating after being readmitted.

### Student Withdrawal: With a Failing Grade

A student who withdraws from any RNSG course with a failing grade within the semester (excludes RNSG 1209) must follow this procedure.

Prior to withdrawal, the student must notify the course faculty for withdrawal reasons by email and have the **Schedule Change Form** signed. The student must sit out one semester in the process of complying with the Readmission Process. However, the student is encouraged to apply within **one year** to ensure continuity in their program of learning. A student is eligible to apply for readmission **once** throughout the ADN Program. If the student decides not to proceed with the readmission process, the student can reapply to the ADN Program during the next application period. If the student reapplies, they must meet all eligibility requirements, and if admitted, they would restart the program as a new student.

**Note:** A student will automatically be denied Readmission for the following, but not limited to, failure or withdrawal related to unsafe practice, unprofessional conduct, academic dishonesty, and/or unethical behavior. Failure of two or more RNSG courses throughout the ADN Program is ineligible for the ADN Program Readmission Process. The student is eligible to appeal through the NAH Division Readmission Committee.

### Phase 1:

**Student Responsibilities:**

1. Students must make an appointment to meet with the Assistant Program Chair or designee through the Advisor/Assistant Advisor to discuss the readmission procedure.
2. The student will sign Readmission Process Form during the meeting with Assistant Program Chair or designee.
3. Students will undergo and prepare the remediation portfolio using the provided grading rubric. See **Portfolio Grading rubric**.
4. Items to be submitted to the Readmission Committee by the set deadline:
   a. Student’s signed Letter of Intent to inform the Committee of their intent to return to the program (letter must include the reason(s) of withdrawal and plan of action to be successful if readmitted)
   b. Student’s Remediation Portfolio (The Portfolio grading rubric used by the Committee to grade remediation portfolio will be given to the student)

**Note:** The student must comply with the Committee procedures to be eligible for readmission.
Assistant Program Chair or Designee Responsibilities:

1. Assistant Program Chair or designee will meet with the student within two weeks after the final grades are issued to discuss and explain the readmission procedure.
   a. Items to be discussed are as follows:
      i. Readmission Process Form (will be signed by the student)
      ii. Letter of Intent
      iii. Remediation Portfolio or another alternative assignment (i.e., essay)

2. Assistant Program Chair or designee will provide a copy of the Remediation Process Form along with the deadline set by the Committee to the student.
   a. Students who are ineligible for readmission will meet with Assistant Program Chair or designee to discuss other options.

PHASE 2:

Readmission Committee Responsibilities:

1. Committee will convene to deliberate and review the following:
   a. Student’s submitted and signed Letter of Intent
   b. Student’s submitted Remediation Portfolio (Readmission Committee will use set rubric)
      i. The committee will grade Remediation Portfolio utilizing the rubric.
      ii. Remediation portfolios with grades below 80% will be returned to the student with feedback on improving the portfolio. The student will be given allotted time to improve the portfolio as recommended by the Committee and may be accommodated for readmission in the following semester depending on space availability. The decision of the committee is final.
   c. Committee will give preference to students who completed the course
   d. Student’s academic course grade, clinical evaluation, and course/clinical disciplinary conferences/warnings/issues (current and past)
   e. Input from current and past course faculty regarding the student’s performance.
   f. Student’s professional conduct, character, and ethical behaviors are demonstrated in the program regardless of the grade in the course. (See ANA Code of Ethics and NAH Unsafe Clinical Practice and Standards of Professional Nursing Practice in the ADN Student Handbook)
   g. Student’s resolution of mental, emotional, and physical issues influencing program success
   h. Resolution of outside extenuating circumstances, if applicable.

Note: Students can be called in front of the Readmission Committee regarding their professional conduct, character, and ethical behaviors demonstrated in the program. Behaviors that are unbecoming of the nursing profession can result in dismissal from the program.

2. Committee will arrive at a decision and may recommend additional requirements for the student to follow, if applicable
   a. May require other nursing courses to be taken concurrently as the Readmission Committee deem necessary

3. Committee will recommend a faculty advisor per student.

4. The student will be notified of the decision through an Outcome Letter via Jag email. The student will be given a deadline to pick up the remediation portfolio and submit the signed Contractual Agreement.

5. Committee will automatically deny a student for the following, but not limited to, failure or withdrawal related to unsafe practice, unprofessional conduct, academic dishonesty, and/or unethical behavior.
PHASE 3:

**Student Responsibilities:**

**Approved**

1. The contractual agreement will be emailed to the student.
2. Students must pick up the Remediation Portfolio and submit a signed Contractual Agreement by the set deadline.
3. Students must contact and schedule a meeting with their assigned faculty advisor within one week of reentry to arrange a successful action plan.
4. Students must follow the current course syllabus/program procedures.
5. Students must follow any recommendations given by the Readmission Committee as stated on the Contractual Agreement.
6. Students must submit proof of current clinical requirements (immunizations, insurance, CPR, etc.).
7. If the student has been out of the program for more than one year, the student will have to submit a 10-panel drug and alcohol screen (negative results). Unsatisfactory results will result in denial of approved readmission.

**Denied**

1. Students may petition for readmission to the NAH Division Readmissions Committee
   a. Students must make an appointment with the Dean of Nursing and Allied Health Division within five working days from the date of issuing the Outcome Letter from the ADN Readmission Committee.

   **Note:** Refer to the [NAH Student Handbook](#): NAH Readmission Procedure.

2. The process ends here.

**Faculty Advisor Responsibilities:**

1. Faculty Advisor will meet with the student within one week of reentry to the program.
2. Faculty Advisor and the student will schedule regular meeting times for the remainder of the semester to ensure student success and monitor the student’s plan of action as deemed necessary.
3. Faculty Advisor and the student will adhere to the contractual agreement set by the Readmission Committee.

---

**STUDENT WITHDRAWAL: DOCUMENTED MEDICAL REASON OR EXTENUATING CIRCUMSTANCE**

A student who is currently failing but withdraws from any RNSG course for documented medical or extenuating reasons must follow this procedure.

A student may withdraw from RSNG courses at any time due to documented medical or extenuating reasons.

**Student Responsibilities:**

1. Students must notify by email the course faculty of the intent to withdraw and the reason for withdrawal. Faculty must sign the Schedule Change Form.
2. Students must provide documentation signed and dated by a health care provider who must be licensed in the USA.
3. **If applicable,** the student must progress to Phase 1 to remediate for the current course and submit a Remediation Portfolio to continue retention of nursing content.
4. Students must present medical clearance **without restrictions** by a US licensed healthcare provider before the student can return to the ADN Program.
5. Students must comply and submit proof of current clinical requirements (immunizations, insurance, CPR, etc.)

6. If the student has been out of the program for more than one year, the student will:
   a. Petition to the ADN Program Chair for an extension if extenuating circumstance(s) arise
   b. The student will undergo and prepare the remediation portfolio using the provided grading rubric. See Portfolio Grading Rubric.
   c. Submit a 10-panel drug and alcohol screen (negative results). Unsatisfactory results will result in denial of readmission.

Once the student is medically cleared, the student may continue the following semester (if the course is offered) and follow the current course syllabus/program procedures. If the courses are unavailable, a course sequence rearrangement will be discussed with the student to complete courses on time.

**Note:** student withdrawals with a documented medical reason will not be counted against the student’s record in the program.

---

**PHASE 1:**

If applicable: Remediate for the current course and submit a Remediation Portfolio to continue retention of nursing content:

**Student Responsibilities:**

1. Students must make an appointment to meet with the Assistant Program Chair or designee through the Advisor/Assistant Advisor to discuss the readmission procedure.

2. The student will sign Readmission Process Form during the meeting with Assistant Program Chair or designee.

3. The student will undergo and prepare the remediation portfolio using the provided grading rubric. See Portfolio Grading Rubric.

4. Items to be submitted to the Readmission Committee by the set deadline:
   a. Student’s signed Letter of Intent to inform the Committee of their intent to return to the program (letter must include the reason(s) of withdrawal and plan of action to be successful if readmitted)
   b. Student’s Remediation Portfolio (The Portfolio grading rubric used by the Committee to grade remediation portfolio will be given to the student)

**Note:** The student must comply with the Committee procedures to be eligible for readmission.

**Assistant Program Chair or Designee Responsibilities:**

1. Assistant Program Chair or designee will meet with the student to discuss and explain the readmission procedure.
   a. Items to be discussed are as follows:
      i. Readmission Process Form (will be signed by the student)
      ii. Letter of Intent
      iii. Remediation Portfolio or other alternative assignments (i.e., essay)

2. Assistant Program Chair or designee will provide a copy of the Remediation Process Form along with the deadline set by the Committee to the student.
   a. Students who are ineligible for readmission will meet with Assistant Program Chair or designee to discuss other options.
A student who receives a letter grade of “I” (Incomplete) from any RNSG course must follow this procedure.

The grade of “I” (Incomplete) may be given by the course faculty in certain circumstances that a student could not complete all of the objectives. The student must complete all of the objectives outlined by the course faculty by the end of the following (Fall or Spring) term. Failure to complete all requirements by the next term will result in a final grade of “F” for the course. Visit the South Texas College Course Catalog for more information regarding the “I” (Incomplete) policies.

The following circumstances may constitute an “I” (Incomplete) grade for the ADN Program:

- Pregnant or parenting students under Title IX who are passing in the current courses but have to take medical leave as referred by the Title IX Coordinator. Please refer to the South Texas College Student Handbook for more information. Visit www.southtexascollege.edu.

- A student who has a medical leave and/or extenuating circumstance(s) (must be passing the current course). Proper documentation must be provided to the Program Chair.

**PROCEDURE – PREGNANT AND PARENTING STUDENTS UNDER TITLE IX**

1. The student must inform the Counselor of the intent to take an “I” (Incomplete) grade due to pregnancy.
2. The Counselor will notify the faculty of the student’s Title IX status.
3. If necessary, the Counselor will meet with the faculty and the Program Chair to discuss the student’s status in the class.
4. The student will communicate directly with the Counselor.
5. Course faculty will document the course grade and inform the ADN Program Chair.
6. Proper documentation is emailed to the course faculty, Program Chair by the STC counselor, indicating that students can return to the ADN Program.
7. Course faculty will determine, as deemed appropriate, the continuation of the course for the student.
8. The student will not be officially registered for the course if applicable.
9. Once the student successfully completes the course, the course faculty will complete and submit an electronic Change of Grade Form to reflect the course grade on the STC transcript.

**PROCEDURE – MEDICAL LEAVE AND/OR EXTENUATING CIRCUMSTANCE(S)**

1. Students must inform the course faculty of the intent to take an “I” (Incomplete) grade.
2. Students must provide the necessary documentation.
3. Course faculty will document the course grade and inform the ADN Program Chair.
4. If applicable, the student will meet with the ADN Program Chair to discuss the request for an “I” (Incomplete) grade.
5. The Program Chair will forward the student file to the ADN Readmission Committee to accommodate the student depending on space availability.
6. Students must submit medical clearance without restrictions from a US licensed healthcare provider to the ADN Program Chair.
7. Together with the student, the course faculty will discuss the plan of action for the successful completion of the course.
8. The student will not be officially registered for the course.
9. Once the student successfully completes the course, the course faculty will complete and submit an electronic Change of Grade Form to reflect the course grade on their STC transcript.

PROCEDURE – MEDICAL LEAVE AND/OR EXTENUATING CIRCUMSTANCE(S) DUE TO COVID-19

2. Students who will be absent for more than 10% of Class/Clinical attendance will receive an Incomplete (I).
3. Once the student is medically cleared or has a medical release to return to Class and Clinical, the student must contact the Faculty.
4. Students must submit medical clearance without restrictions from a US licensed healthcare provider to the ADN Program Chair.
5. Students will be given the opportunity to complete the Course the following semester.
6. The student will meet with the Course Faculty and Program Chair to discuss Options and Action plans.
7. The student will choose one of the following options:
   A. Progress to the next level while completing prior courses with an Incomplete (I) grade IF class/clinical schedule permits. Students must submit a letter signifying that they have made an informed decision for their choice of this option. Waiver/letter must accompany the student’s action plan on how to successfully complete all the higher-Level Courses in conjunction with the courses being completed.
   B. Due to the rigors of the courses, students may opt to complete first the courses with an Incomplete (I) before progressing to the higher level the following semester.
8. The Program Chair will forward the student file to the ADN Readmission Committee to accommodate the student depending on space availability.
9. Students must provide the necessary documentation.
10. The Readmission Committee and course faculty will determine, as deemed appropriate, the continuation of the course for the student.
11. The student will not be officially registered for the course.
12. Once the student successfully completes the course, the course faculty will complete and submit an electronic Change of Grade Form to the Office of Admission and Records to reflect the course grade on the STC transcript.

If the Program’s Readmissions Committee determines the student is no longer eligible for re-entry, the student may petition for readmission to the NAH Readmissions Committee.

Please refer to the NAH Student Handbook and the Nursing and Allied Health Division Readmission Procedure Flowchart for further information.
A student who has failed one RNSG course within the semester (excludes RNSG 1209) must follow this procedure. This is to ensure the student’s success on readmission.

Students must sit out one semester in the process of complying with the Readmission Process. Students failing one course within the semester can proceed to Phase 1.

The student who failed an RNSG course is encouraged to petition for readmission once within one year.

If the student decides not to proceed with the readmission process, the student can reapply to the ADN Program during the next application period. If the student reapplyes, they must meet all eligibility requirements, and if admitted, they would restart the program as a new student.

**Note:** A student will automatically be denied Readmission for the following, but not limited to, failure or withdrawal related to unsafe practice, unprofessional conduct, academic dishonesty, and/or unethical behavior.

**Failure of two or more RNSG courses throughout the ADN Program will result in ineligibility for the ADN Program Readmission Process.** The student is eligible to appeal through the NAH Division Readmission Committee.

**PHASE 1:**

**Student Responsibilities:**

1. Students must make an appointment to meet with the Assistant Program Chair or designee through the Advisor/Assistant Advisor to discuss the readmission procedure.
2. The student will sign Readmission Process Form during the meeting with Assistant Program Chair or designee.
3. The student will undergo and prepare the remediation portfolio using the grading rubric. See Portfolio Grading rubric.
4. Items to be submitted to the Readmission Committee by the set deadline:
   a. Student’s signed Letter of Intent to inform the Committee of their intent to return to the program (letter must include the reason(s) of withdrawal and plan of action to be successful if readmitted)
   b. Student’s Remediation Portfolio (The Portfolio grading rubric used by the Committee to grade remediation portfolio will be given to the student)

**Note:** The student must comply with the Committee procedures to be eligible for readmission.

**Assistant Program Chair or Designee Responsibilities:**

1. Assistant Program Chair or designee will meet with the student within two weeks after the final grades are issued to discuss and explain the readmission procedure.
   a. Items to be discussed are as follows:
      i. Readmission Process Form (will be signed by the student)
      ii. Letter of Intent
      iii. Remediation Portfolio or other alternative assignments (i.e., essay)
2. Assistant Program Chair or designee will provide a copy of the Remediation Process Form along with the deadline set by the Committee to the student.
   a. Students who are ineligible for readmission will meet with Assistant Program Chair or designee to discuss other options.
PHASE 2:

Readmission Committee Responsibilities:

1. Committee will convene to deliberate and review the following:
   a. Student’s submitted and signed Letter of Intent
   b. Student’s submitted Remediation Portfolio (Readmission Committee will use set rubric)
      i. The committee will grade Remediation Portfolio utilizing the rubric.
      ii. Remediation portfolios with grades below 80% will be returned to the student with feedback on improving the portfolio. The student will be given allotted time to improve the portfolio as recommended by the Committee and may be accommodated for readmission in the following semester depending on space availability. The decision of the committee is final.
   c. Committee will give preference to students who completed the course
   d. Student’s academic course grade, clinical evaluation, and course/clinical disciplinary conferences/warnings/issues (current and past)
   e. Input from current and past course faculty regarding the student’s performance.
   f. Student’s professional conduct, character, and ethical behaviors demonstrated in the program regardless of the grade in the course. (See ANA Code of Ethics and NAH Unsafe Clinical Practice and Standards of Professional Nursing Practice in the ADN Student Handbook)
   g. Student’s resolution of mental, emotional, and physical issues influencing program success
   h. Resolution of outside extenuating circumstances, if applicable.

   Note: Students can be called in front of the Readmission Committee regarding their professional conduct, character, and ethical behaviors demonstrated in the program. Behaviors unbecoming the nursing profession can result in dismissal from the program.

2. Committee will arrive at a decision and may recommend additional requirements for the student to follow, if applicable
   a. May require other nursing courses to be taken concurrently as the Readmission Committee deem necessary

3. Committee will recommend a faculty advisor per student.

4. The student will be notified of the decision through an Outcome Letter via Jag email. The student will be given a deadline to pick up the remediation portfolio and submit the signed Contractual Agreement.

5. Committee will automatically deny a student for the following, but not limited to, failure or withdrawal related to unsafe practice, unprofessional conduct, academic dishonesty, and/or unethical behavior.

PHASE 3:

Student Responsibilities:

Approved

1. The contractual agreement will be emailed to the student.

2. Students must pick up the Remediation Portfolio and submit a signed Contractual Agreement by the set deadline.

3. Students must contact and schedule a meeting with their assigned faculty advisor within one week of reentry to arrange a successful action plan.

4. Students must follow the current course syllabus/program procedures.
5. Students must follow any recommendations given by the Readmission Committee as stated on the Contractual Agreement.
6. Students must submit proof of current clinical requirements (immunizations, insurance, CPR, etc.).
7. If the student has been out of the program for more than one year, the student will have to submit a 10-panel drug and alcohol screen (negative results). Unsatisfactory results will result in denial of approved readmission.

**Denied**

1. Students may petition for readmission to the [NAH Division Readmissions Committee](#).
   a. Students must make an appointment with the Dean of Nursing and Allied Health Division within five working days from the date of issuance of the Outcome Letter from the ADN Readmission Committee.
   
   **Note:** Refer to the [NAH Student Handbook: NAH Readmission Procedure](#).
2. The process ends here.

**Faculty Advisor Responsibilities:**

1. Faculty Advisor will be responsible for meeting with the student within one week of reentry to the program.
2. Faculty Advisor and the student will schedule regular meeting times for the remainder of the semester to ensure student success and monitor the student’s plan of action as deemed necessary.
3. Faculty Advisor and the student will adhere to the contractual agreement set by the Readmission Committee.

**INELIGIBLE FOR READMISSION STUDENTS:** [REFER TO NAH STUDENT HANDBOOK](#)

A student who passes the courses at any RNSG level but does not wish to continue in the Program for whatever reason is eligible to return within one year from the last semester of attendance and must follow the readmission procedure. After one year, the student needs to reapply to the Program.
IMPORTANT WEBSITES

Associate Degree Nursing website http://nah.southtexascollege.edu/adn/index.html


Academic Integrity and Dishonesty
http://admin.southtexascollege.edu/president/policies/pdf/3000/3323.pdf

Grade Appeal
http://academicaffairs.southtexascollege.edu/grade_appeals/pdf/Grade_Appeal_Procedures.pdf


Statement of Students’ Rights and Responsibilities

Rules and regulations relating to professional nurse education, licensure and practice
https://www.bon.texas.gov/laws_and_rules_rules_and_regulations_current.asp

Texas Nursing Practice Act https://www.bon.texas.gov/laws_and_rules_nursing_practice_act.asp


I ___________________________ (print your name and ID) received, accessed online, and reviewed the following syllabus/syllabi and handbooks with my instructor ___________________ for course RNSG __________.  

I am aware:

2. Of the Professional Appearance, Standards stated the ADN handbook and course syllabus and in the clinical area. This includes wearing the South Texas College ID at all times while on campus or in the clinical setting.
3. Of the Texas Board of Nursing regulations for license eligibility policies (Nurse Practice Act, Article 4519a and 4525 policy, found online at: (www.bon.state.tx.us)).
4. Of the NAH parking regulations and smoking policies.
5. Of the Safety and Emergency Plan (online access and discussed in class).
6. That I am responsible for knowing and complying with all the updates in the Information Regarding COVID-19.
7. That I am on my honor not to cheat on course assignments, quizzes, tests, etc., I am aware that I am obligated to report any knowledge of others cheating to my instructor. Cheating and failure to report cheating will result in a “zero” on the assignment, tests or quiz, and may result in an “F” for the course.
8. All information about clients and/or their families is confidential, and I CANNOT discuss my client and/or families in any public areas inside or outside the educational arena. I will abide by HIPAA Standards.
9. All personal electronic devices are NOT allowed in clinical agencies or their grounds unless required by the Clinical Facility.
10. That due to copyright laws, I cannot copy texts that are required in this course.
11. Of the Readmission of the ADN Program (course syllabus and handbook).
12. Of grading scale: A = 92 - 100, B = 85 - 91, C = 78 - 84, D = 70 - 77, F = 69 and below. The numerical equivalent only for the final grade will round off at 0.5 or above.
13. That there are no children are allowed in the classroom/simulation during the class session.
14. That if a medical condition should arise during the course that may affect my or my client’s healthcare, I must:
   a) notify my instructor prior to attending class/clinical
   b) provide my instructor with a medical clearance without restrictions by a US licensed healthcare provider before the next class/clinical day. I will not be allowed to return to the class/clinical until medical clearance is submitted. All missed class/clinical days after being medically cleared by a US licensed healthcare provider to return will be considered as an unexcused absence. I will receive a “zero” for every class/clinical day until the medical clearance is presented to my instructor. Medical conditions include but are not restricted to such conditions as back injuries, sprains, fractures, surgeries, communicable diseases, etc. I will be responsible for completing all coursework and exams upon my return.
15. That before I can go to clinical, the following information must be current and remain current throughout the course:
   • Cardio-Pulmonary Resuscitation-Health Care Provider-Basic Life Support (CPR-HCP-BLS) certification by the American Heart Association
   • Liability insurance (included in tuition)
   • PPD (repeated every year) or chest X-ray every two (2) years
   • Up-to-date immunizations of Hepatitis B, Tetanus/Diphtheria/Pertussis (Tdap), Measles/Mumps/Rubella (MMR), Varicella, and if applicable, Meningitis
   • Proof of Negative results of a 10-panel Drug Screening
   • Clearance from the Texas Board of Nursing Criminal Background
   • Evidence of medical health or Accidental insurance each semester
   • On-Line Hospital Orientation or other hospital orientation/clearances by hospitals
   • COMPLIO states “Compliant” at the start of Clinical/Simulation

_____________________________   ___________________________   ___________________________   ___________________________

Student Signature         Date         Faculty Signature         Date

This form will be kept in your student file in the ADN Nursing Office.
STATEMENT OF COMMITMENT

South Texas College
Associate Degree Nursing Program

Semester ____________________________  RNSG __________ : ______________________

I, ___________________________________________________________ (printed name) A# __________, pledge my commitment and professional decorum as an Associate Degree Nursing Program student. I will abide by the STC policies, guidelines, procedures of the ADN Program, acknowledge my responsibilities, and be accountable for my actions.

Criteria – Action Plan for Success

_____ I will design an Action Plan for Success before the start of every RNSG course and discuss it with the faculty and Academic Coach. My action plan for success will include but is not limited to concept retrieval, time management calendar, study and test-taking strategies.

_____ After every unit exam, I will evaluate my action plan with my faculty and the Student Advisor to ensure its completion.

_____ I understand that if I do not achieve 100% completion of my action plan, I may not be successful in this course.

Criteria – Channels of Communication

_____ I promise to follow the channels of communication for any issues I may have while in the program. I will address any issues and concerns with my faculty, proceed to the Assistant Program Chair, Program Chair, and the Dean of Nursing Allied Health in that order until my issues are resolved.

Criteria – Learning Style Inventory (LSI)

_____ I will assess my Learning Style with a CLE Tutor and utilize the findings in designing my study strategies.

Criteria – Outside Employment

_____ I acknowledge that students' performance when working for compensation is the legal responsibility of my employer and me. I will not wear my school uniform or name badge during employment outside of school.

Criteria – STC Student Code of Conduct

_____ I understand that the ADN program is rigorous, and employment while in nursing school may jeopardize my success in the program.

_____ I will follow the STC Student Code of Conduct at all times. Failure to abide by the rules of the Student Conduct may lead to my probationary status or dismissal from the program.

_____ I am obligated to function at all times within the framework of the Code for Nurses of the American Nurses Association.

________________________________________  ____________________________  ______________________
Print Student Name                       Student’s signature                   Date

________________________________________  ____________________________  ______________________
Print Faculty Name                       Faculty’s signature                  Date
Uniform Code – Guidelines for Professional Appearance – Clinical and Classroom

— I am in a standard scrub uniform top and pants in designated color (ceil blue).
— I wear the standard all-white nursing/tennis shoes (non-canvas) with closed-toe and heels and no colored stripes or logo.
— I am wearing appropriate undergarments.
— I am wearing my student name badge(s) on the left side part of the scrub along my chest at all times.
— I am wearing white socks and/or white hose that cover the ankle entirely; no no-show socks are allowed
— I am not wearing tight uniforms, bearing low-cut scrubs, open-toe, or high-heeled shoes.
— Hair. Hair must be of natural or conservative color. Hair must be clean, well-groomed, above the collar, and kept away from the face to comply with infection control standards. Hair barrettes should be conservative and of color compatible to dress or natural hair color. Ribbons, headbands, and scarves are not acceptable unless documented for religious/cultural reasons. Students must be clean-shaven; this includes mustaches, sideburns, goatees, and beards. Suppose facial hair is maintained for religious, cultural, or medical reasons. In that case, a document to that effect from the religious leader or a primary care physician practicing in the US must be submitted every semester to the clinical instructor.
— Jewelry. Minimum jewelry may be worn. This provides safe, comfortable, and sanitary conditions for the patient and the care provider. The student may wear:
  • Wristwatch with a second hand
  • Pierced earrings: one pair of small studs on the earlobes only; no stones, no hoops, and no dangling earrings allowed
  • Rings: one plain band only – no stones
  • No tongue rings or other visible body piercing allowed
  • No necklaces or bracelets allowed
— Tattoos. It should be covered at all times. (Hands and lower arms may not be covered depending on the infection control policy of the unit/hospital)
— Communication. Gum chewing not only looks unprofessional but also interferes with clear communication and can be highly offensive to others. Gum chewing will not be allowed while in uniform or scrub attire on clinical/school premises.
— Fingernails. Nails may be freshly polished, if desired, with clear nail polish, and length should not exceed the fingertips. No artificial nails of any kind are allowed.
— Hygiene: Good oral and personal hygiene is essential. Remember, cigarette smoke and perfumes or colognes may be offensive to others and/or patients.
— Cosmetics: Make-up should be applied minimally and discretely.
— COVID-19 Guidelines: Students must comply with all the uniform requirements of the facility and or units during clinical days. These may include surgical caps, face masks (surgical or cloth), N-95 Masks, face shields, and shoe cover. Required PPE and uniform guidelines will follow unit and facility requirements. Students must comply with the most updated COVID-19 precautions implemented in the STC Campuses (i.e., wearing a face covering). Refer to: Information Regarding Covid-19 for updates. The student’s responsibility is to check the website for updates and new policies, guidelines, and procedures

By signing, I attest that I am compliant with the Professional Appearance Standards. I understand that if I do not comply or my instructor determines I violated the Professional Appearance Standards, I will be dismissed from the clinical site, marked absent, and earned a grade of zero for the day.

Print Student Name ___________________________ Student’s signature ___________________________ Date ___________________________
**Associate Degree Nursing Program Clinical Requirements**

Students must submit current immunizations when submitting the program application.

- Tetanus/Diphtheria/Pertussis (Tdap) - within last 10 years
- Hepatitis B – 3 dose series or serology/titer report proving immunity
- MMR (Measles Mumps Rubella) – 2 doses required or serology/titer report proving immunity
- Varicella (Chicken Pox) – 2 doses required or serology/titer report proving immunity
- Meningitis MCV4 entering students under the age of 22 – 1 dose is accepted if within the last 5 years or must have 2 completed doses

There will be additional immunizations and other clinical requirements required **once you are admitted** into the ADN Program. The list below will assist in preparing better and demonstrate the required information.

- **Alcohol and 10-Panel Drug Screen** (urinalysis) results must be negative
- Influenza (required from August – April) MUST have vial lot number and vial expiration date documented
- Tuberculosis screen – must be negative; expires annually; students with positive TB screen must provide negative chest x-ray report every 2 years; must be taken within the last 6 months
- Current CPR (Cardiopulmonary Resuscitation) American Heart Association Healthcare Providers certification for adult & child; must be renewed every 2 years; ONLINE CPR course not accepted. Student must provide a copy of the card (front and back) make sure your card is signed
- Proof of Current Health Insurance (ex. BCBS, Humana, Medicaid, Medicare, VA, UHC, CHIPS, TriCare, etc.) or Student Accidental Insurance - STC Student Insurance or other
- Current Driver’s license, State ID, Passport, or US Military ID with visible signature
- Social Security Card for verification purposes (required by some clinical affiliates and state licensing boards) must be signed
- Complete Technical Performance Standards Form - signed statement of ability to perform technical standards for nursing or allied health program of study.
- Complete form Background Check Authorization and Release Form
- Complete form Disclosure Statement
- Complete form Manual of Policy 3337 (NAH Policy)
- Complete “Student Clinical/Practicum Hospital Orientation” instructions will be given at orientation
MANDATORY ORIENTATION/BOOT CAMP WAIVER

Associate Degree Nursing Program

Student name:_________________________  STC ID: ____________________

I_________________________ am a student in the South Texas College Associate Degree Nursing Program-____________. I am aware I must meet the requirements for my success in the program.

By signing this form, I notify the ADN Program that I will not attend the ADN Mandatory Orientation/Boot Camp and understand that I am completely responsible for all content/material covered during the Mandatory Orientation/Boot Camp. I will also be responsible for submitting the alternative assignment. The reason for my absence is (attach supportive documentation, if applicable):

_________________________________________  ________________
Name                                            Signature

_________________________________________
Date
Associate Degree Nursing Program

**Distribution of Test Content**

<table>
<thead>
<tr>
<th>RNSG</th>
<th>Unit Exam #</th>
<th>Total # of Items</th>
</tr>
</thead>
</table>

- According to the 2019 NCLEX – RN Test Plan into four major ‘Client Needs’ categories

<table>
<thead>
<tr>
<th>Safe &amp; Effective Care Environment (SECE)</th>
<th>Total Number of Items</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Management of Care</td>
<td>________</td>
</tr>
<tr>
<td>• Safety &amp; Infection Control</td>
<td>________</td>
</tr>
<tr>
<td>Health Promotion (HPM)</td>
<td>________</td>
</tr>
<tr>
<td>Psychosocial Integrity (Psych. I)</td>
<td>________</td>
</tr>
<tr>
<td>Physiological Integrity (Phys. I)</td>
<td>________</td>
</tr>
</tbody>
</table>

- According to Nursing Process

| Assessment (A)                          | ________              |
| Analysis – Nursing Diagnosis (NDX)      | ________              |
| Planning (P)                            | ________              |
| Implementation (I)                      | ________              |
| Evaluation (E)                          | ________              |

- According to Cognitive Level

| Knowledge (K)                           | ________              |
| Comprehension (C)                       | ________              |
| Application (App)                       | ________              |
| Analysis (N)                            | ________              |
STUDENT CONFERENCE FORM

Date _________________
Student Name______________________ Student ID A______________
Semester/Course____________________ Faculty _____________________
Area of Concern:

  ____Theory/classroom  ____Skills performance  ____Clinical Performance

  ____Clinical Safety  ____Other (specify) _____________________

Recommendation:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Faculty Signature:________________________Date:_______________________

Student Response:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

I have discussed this area of concern with my faculty and received a copy of this conference form. Student Signature________________________Date_______________________

Recommendation Follow-up: (complete if follow-up is needed)

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Faculty Signature:________________________Date:_______________________

Distribution: ___Program Director ___Faculty ______Student____Student file
Nursing & Allied Health Division

Student Name ___________________________  Student ID A_____________________

Name of late assignment _________________________________________________________

Due date & time ______________________ Date & time submitted _______________________

Semester/Course/Faculty __________________________________________________________

Reason for submitting a late assignment __________________________________________

_____________________________________________________________________________

_____________________________________________________________________________

_____________________________________________________________________________

_____________________________________________________________________________

_____________________________________________________________________________

I understand that I am submitting a late assignment. As per the ADN Handbook, I will be deducted ten (10) points for each day my assignment is late.

_________________________________________  ________________________________  ___________
Student Print Name  Student signature  Date

_________________________________________  ________________________________  ___________
Faculty Print Name  Faculty signature  Date
South Texas College Associate Degree Nursing Program

Skill Lab Referral

Skills Lab Review

The following student__________________________ is to attend skills lab to review and practice the following skill(s):

Preceptor signature:__________________________ Date________________________

Must be completed by: Date ______________________

Clinical Instructor signature:___________________ Date ______________________

Lab Assistant signature:________________________ Date ______________________

This form is to be returned to the clinical instructor upon completion of the assignment.
Associate Degree Nursing

Date of Exam Review: ________________

(Challenge must be completed and submitted to course faculty by 7 PM on exam review day)

Student Name: _______________________________ Student ID: A____________

Student STC Email Address: ________________________________

Semester: ( ) Fall, ( ) Spring, ( ) Summer, Year ______ Exam No.: #____ Question No.: #____

Course Name: ____________________________ Course # and section: RNSG ________

Course Faculty Name: ________________________________

Summary of Exam item: What were the questions asking?

________________________________________________________________________
________________________________________________________________________

“My choice was ________________________________________________
________________________________________________________________________

Rationale and Reference(s): Explain why you believe the exam item choice is incorrect and/or why your choice should be considered for credit; include your answer choice, and give the location of rationale from your textbook(s) only.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
Course Faculty response: (within 48 business hours of receiving Challenge)

Points granted: ( ) Yes ( ) No  Faculty Initials: __________

Student chooses to appeal to the Evaluation and Examination Committee:

( ) Yes ( ) No  Student Initials: __________

- Once the form is completed, a copy of this form will be given to the student.
- If the student wishes to appeal to the Evaluation and Examination Committee, the section of this form Rationale and Reference(s) must be typed; include the Student’s name, A#, STC email address; attach to this form, and given to course faculty the same day as the request for appeal.
- The course faculty has 48 business hours to submit to the Evaluation and Examination Committee Chairperson.
- The Evaluation and Examination Committee has seven business days to review, research, discuss and decide if Challenge is granted or denied.
- The decision by the Evaluation and Examination Committee is final.
ISSUANCE OF A GRADE OF “I” (INCOMPLETE)

Date: ________________

Student Name: ___________________________ Student A#: ___________________________

Student Phone: (______)_______________ Student Email: ________________________________

Semester: ___________________________ Course, Section #: ________________________________

Faculty: ________________________________

Reason for issuing a grade of incomplete:

_________________________________________________________________________________
_________________________________________________________________________________

Is this “I” (Incomplete) being issued to accommodate a student impacted by pregnancy, parenting, or related conditions?    ___Yes___No

Current grade(s) in the course and coursework completed:

_________________________________________________________________________________

Work required to change the grade from (I) to a letter grade (A, B, C, D, F):

_________________________________________________________________________________

_________________________________________________________________________________

Agreed date to complete all coursework: ________________________________

All course work must be completed by the end of the following semester or agreed upon date. A failing grade (F) will be issued if work is not completed by the above date.

Student Signature: ___________________________ Date: ___________________________

Faculty Signature: ___________________________ Date: ___________________________

Chair Signature: ___________________________ Date: ___________________________
<table>
<thead>
<tr>
<th>Group Topic:</th>
<th>Target Group:</th>
<th>Date of Presentation:</th>
</tr>
</thead>
</table>

**Group Members**

**Performance Grading Scale**

<table>
<thead>
<tr>
<th>1 Poor</th>
<th>2 Below Average</th>
<th>3 Satisfactory</th>
<th>4 Above Average</th>
<th>5 Excellent</th>
</tr>
</thead>
</table>

**Behavioral Indicators**

<table>
<thead>
<tr>
<th>Presentation accurately teaches the:</th>
<th>Possible Points</th>
<th>Points Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Introduction includes target group, topic, and group members.</td>
<td>(0-5)</td>
<td></td>
</tr>
<tr>
<td>• Objectives presented</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Definition/s and statistics of topic/disease process</td>
<td>(0-5)</td>
<td></td>
</tr>
<tr>
<td>• Risk factors, pathophysiology, and symptoms of topic/disease process</td>
<td>(0-10)</td>
<td></td>
</tr>
<tr>
<td>• Diagnostic procedures indicated for the Group Topic</td>
<td>(0-5)</td>
<td></td>
</tr>
<tr>
<td>• Diagnostic procedures, management (medical, nursing), referrals/follow-up care, and prevention</td>
<td>(0-10)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Characteristics of Group Members presentation:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Participants DO NOT read the presentation, speak clearly and at an adequate volume level.</td>
<td>(0-5)</td>
</tr>
<tr>
<td>• Participants give the audience eye contact and demonstrate enthusiasm and creativity.</td>
<td>(0-5)</td>
</tr>
<tr>
<td>• Presentation is organized, concise, and no longer than 30 minutes.</td>
<td>(0-5)</td>
</tr>
<tr>
<td>• The teaching site is appropriate for the activity. (Audience learning style, level, and language were considered).</td>
<td>(0-5)</td>
</tr>
<tr>
<td>• Technical and environmental aspects were adequately addressed by the group. (Screens, audiovisual equipment, the room was quiet, the audience could see and hear at all times, etc.).</td>
<td>(0-5)</td>
</tr>
<tr>
<td>• Presentation utilizes at least 3 teaching aids/tools that are adequate for the audience and site.</td>
<td>(0-5)</td>
</tr>
<tr>
<td>• Presentation is equally distributed among group members. (Peer- evaluations)</td>
<td>(0-5)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Group provides the instructor with a portfolio that includes:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• APA format followed throughout the portfolio.</td>
<td>(0-5)</td>
</tr>
<tr>
<td>• Cover page with group members and group topic.</td>
<td>(0-5)</td>
</tr>
<tr>
<td>• Objectives and outline of presentation.</td>
<td>(0-5)</td>
</tr>
<tr>
<td>• Copy of all handouts, PowerPoints, pamphlets, etc.</td>
<td>(0-5)</td>
</tr>
<tr>
<td>• Reference page.</td>
<td>(0-5)</td>
</tr>
<tr>
<td>• Write-up of challenges encountered during the preparation and the actual teaching of the topic (1-3 pages double spaced)</td>
<td>(0-5)</td>
</tr>
</tbody>
</table>

**GRADE** (100) %
<table>
<thead>
<tr>
<th></th>
<th>Poor (0)</th>
<th>Needs Improvement (1)</th>
<th>Good (2)</th>
<th>Very Good (3)</th>
<th>Excellent (4)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Attended</strong></td>
<td>Never attended</td>
<td>Attended 25% of the group meetings</td>
<td>Attended 50% of the group meetings</td>
<td>Attended 75% of the group meetings</td>
<td>Attended 100% of group meetings</td>
</tr>
<tr>
<td><strong>Involvement</strong></td>
<td>Never Involved</td>
<td>Involved in 25% of the work</td>
<td>Involved in 50% of the work</td>
<td>Involved in 75% of the work</td>
<td>Involved in 100% of the work</td>
</tr>
<tr>
<td><strong>Respect</strong></td>
<td>Never respected other group members opinions/suggestions and offered positive feedback</td>
<td>25% of the time respected other group members opinions/suggestions and offered positive feedback</td>
<td>50% of the time respected other group members opinions/suggestions and offered positive feedback</td>
<td>75% of the time respected other group members opinions/suggestions and offered positive feedback</td>
<td>100% of the time respected other group members opinions/suggestions and offered positive feedback</td>
</tr>
<tr>
<td><strong>Attitude</strong></td>
<td>I never had a positive attitude about the assignment and working with group members</td>
<td>25% of the time had a positive attitude about the assignment and working with group members</td>
<td>50% of the time had a positive attitude about the assignment and working with group members</td>
<td>75% of the time had a positive attitude about the assignment and working with group members</td>
<td>100% of the time had a positive attitude about the assignment and working with group members</td>
</tr>
<tr>
<td><strong>Staying on task</strong></td>
<td>Never stayed on task</td>
<td>25% of the time stayed on task</td>
<td>50% of the time stayed on task</td>
<td>75% of the time stayed on task</td>
<td>100% of the time stayed on task</td>
</tr>
</tbody>
</table>

**Total:** 72
### Conference Essay Grading Rubric

<table>
<thead>
<tr>
<th>Non /Beginne /Developin /Almost /Excellen</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>25% Organization</strong></td>
<td>No submission</td>
<td>The paper is not organized. There are 6 or more errors in grammar, spelling, or punctuation.</td>
<td>The paper is organized, and there are 5 or fewer errors in grammar, spelling, or punctuation.</td>
<td>The paper is very well organized, and there are 3 or fewer errors in grammar, spelling, or punctuation.</td>
<td>The paper is very well-organized with zero errors in grammar, spelling, or punctuation.</td>
</tr>
<tr>
<td><strong>25% APA Format</strong></td>
<td>No submission</td>
<td>Paper is formatted in APA style with 4 or more errors.</td>
<td>The Paper is formatted in APA style with 3 errors.</td>
<td>The Paper is formatted in APA style with 2 errors.</td>
<td>Paper is formatted in APA style with 0 errors</td>
</tr>
<tr>
<td><strong>25% Discusses Major Topics (Topic is discussed with at least 5 sentences)</strong></td>
<td>No submission</td>
<td>No major topics are discussed.</td>
<td>One major topic is discussed.</td>
<td>Two major topics are discussed.</td>
<td>3 or more major topics are discussed.</td>
</tr>
<tr>
<td><strong>25% Discussion of Intervention and Nursing Implications</strong></td>
<td>No submission</td>
<td>Provides at least 1 example of Interventions and at least 1 Nursing Implications discussed during the conference.</td>
<td>Provides at least 2 examples of Interventions and at least 2 Nursing Implications discussed during the conference.</td>
<td>Provides at least 3 examples of Interventions and 3 Nursing Implications discussed during the conference.</td>
<td>Provides 4 or more examples of Interventions and 4 or more Nursing Implications discussed during the conference.</td>
</tr>
</tbody>
</table>

**Total %**

### Instructions:

1. Attend a conference that is approved by faculty.
2. Submit a brochure along with your essay submission.
3. Submit conference certificate, if applicable.
4. Write a conference summary on three (3) topics of your choice covered at the conference using the rubric below.
5. Each summary should include a brief description of topics nursing implications, nursing interventions.
6. How will you apply your new knowledge when caring for clients with a similar diagnosis?
## Case Study Grading Rubric

### South Texas College – Associate Degree Nursing

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Completeness</strong></td>
<td></td>
</tr>
<tr>
<td>Presentation answered completely and comprehensively all aspects of nursing care</td>
<td>4</td>
</tr>
<tr>
<td>Presentation answered significant aspects of nursing care but lack important details in some questions/parts of presentation</td>
<td>3</td>
</tr>
<tr>
<td>Presentation did not answer most of the significant aspects of nursing care and lack important details in most parts of the presentation</td>
<td>2</td>
</tr>
<tr>
<td>Presentation did not answer any significant aspects of the case and lack important details in the presentation</td>
<td>1</td>
</tr>
<tr>
<td><strong>Critical Thinking</strong></td>
<td></td>
</tr>
<tr>
<td>Presentation utilized critical thinking skills in all aspects of the nursing process and in all responses to the questions</td>
<td>4</td>
</tr>
<tr>
<td>Presentation utilized critical thinking skills in most aspects of the nursing process and in majority of the responses to the questions</td>
<td>3</td>
</tr>
<tr>
<td>Minimal utilization of critical thinking skills in some aspects of the nursing process during the presentation and in most responses to the questions</td>
<td>2</td>
</tr>
<tr>
<td>Critical thinking skills was not utilized during the presentation and in most responses to the questions</td>
<td>1</td>
</tr>
<tr>
<td><strong>Nursing Process</strong></td>
<td></td>
</tr>
<tr>
<td>Utilized nursing process in all the responses/presentation; prioritization of nursing care observed in all steps</td>
<td>4</td>
</tr>
<tr>
<td>Utilized nursing process the approach in most of the responses/presentation; prioritization of nursing care observed in most steps</td>
<td>3</td>
</tr>
<tr>
<td>Omits some necessary steps in the nursing process in most responses/presentation; prioritization was observed only in some steps</td>
<td>2</td>
</tr>
<tr>
<td>Did not use the nursing process approach to most of the responses</td>
<td>1</td>
</tr>
<tr>
<td><strong>Use of Resources: Correlation and Utilization of Evidence-Based Practice Nursing Literature</strong></td>
<td></td>
</tr>
<tr>
<td>Utilized and cited multiple highly relevant EBP articles in the presentation and applied/correlated very effectively all the findings to the case presented in terms of collaborative nursing management</td>
<td>4</td>
</tr>
<tr>
<td>Utilized and cited a highly relevant EBP article in the presentation and applied/correlated most of the findings very effectively to the case presented in terms of collaborative nursing management</td>
<td>3</td>
</tr>
<tr>
<td>Utilized and cited a somewhat relevant EBP article in the presentation and applied/correlated some findings effectively to the case presented in terms of collaborative nursing management; the only textbook was used</td>
<td>2</td>
</tr>
<tr>
<td>Did not use any evidence-based articles in the presentation and there is the absence of correlation/application of any scientific information/findings to support collaborative nursing management</td>
<td>1</td>
</tr>
<tr>
<td><strong>Writing/Portfolio (APA Format)</strong></td>
<td></td>
</tr>
<tr>
<td>Extremely organized write-up, APA format observed without errors; complete organized portfolio</td>
<td>4</td>
</tr>
<tr>
<td>Well organized write-up, APA format observed with some errors; complete organized portfolio</td>
<td>3</td>
</tr>
<tr>
<td>Write-up not organized; APA with multiple errors; incomplete but organized portfolio</td>
<td>2</td>
</tr>
<tr>
<td>Disorganized write-up; a lot of errors on APA formatting; disorganized portfolio</td>
<td>1</td>
</tr>
<tr>
<td><strong>Presentation</strong></td>
<td></td>
</tr>
<tr>
<td>Includes thorough details and relevant data and information; extremely organized and creative; presentation has sufficient objectives and evaluation</td>
<td>4</td>
</tr>
<tr>
<td>It contains only a few errors; includes sufficient details and relevant data and information; well-organized and creative presentation; objectives and evaluation incomplete</td>
<td>3</td>
</tr>
<tr>
<td>Gives insufficient details and relevant data and information; lacks organization; minimal creativity on the presentation; objectives and evaluation inconsistent and irrelevant</td>
<td>2</td>
</tr>
<tr>
<td>Lacks detail and relevant data and information; poorly organized; no creativity; no objectives and evaluation presented</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total (24)</strong></td>
<td></td>
</tr>
</tbody>
</table>

Total Points/24 X100 = ________Score
CREIGHTON COMPETENCY EVALUATION INSTRUMENT.

---

**Creighton Competency Evaluation Instrument (CCEI)**

<table>
<thead>
<tr>
<th>Student Name:</th>
<th></th>
<th>Date:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff Nurse Instructor Name:</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### ASSESSMENT

1. Obtains Pertinent Data | 0 | 1 | NA |
2. Performs Follow-Up Assessments as Needed | 0 | 1 | NA |
3. Assesses the Environment in an Orderly Manner | 0 | 1 | NA |

### COMMUNICATION

4. Communicates Effectively with Intra/Interprofessional Team (TeamSTEPPS, SBAR, Written Read Back Order) | 0 | 1 | NA |
5. Communicates Effectively with Patient and Significant Other (verbal, nonverbal, teaching) | 0 | 1 | NA |
6. Documents Clearly, Concisely, & Accurately | 0 | 1 | NA |
7. Responds to Abnormal Findings Appropriately | 0 | 1 | NA |
8. Promotes Professionalism | 0 | 1 | NA |

### CLINICAL JUDGMENT

9. Interprets Vital Signs (T, P, R, BP, Pain) | 0 | 1 | NA |
10. Interprets Lab Results | 0 | 1 | NA |
11. Interprets Subjective/Objective Data (recognizes relevant from irrelevant data) | 0 | 1 | NA |
12. Prioritizes Appropriately | 0 | 1 | NA |
13. Performs Evidence Based Interventions | 0 | 1 | NA |
14. Provides Evidence Based Rationale for Interventions | 0 | 1 | NA |
15. Evaluates Evidence Based Interventions and Outcomes | 0 | 1 | NA |
16. Reflects on Clinical Experience | 0 | 1 | NA |
17. Delegates Appropriately | 0 | 1 | NA |

### PATIENT SAFETY

18. Uses Patient Identifiers | 0 | 1 | NA |
19. Utilizes Standardized Practices and Precautions Including Hand Washing | 0 | 1 | NA |
20. Administers Medications Safely | 0 | 1 | NA |
21. Manages Technology and Equipment | 0 | 1 | NA |
22. Performs Procedures Correctly | 0 | 1 | NA |
23. Reflects on Potential Hazards and Errors | 0 | 1 | NA |

### COMMENTS

---

With Permission from Creighton University College of Nursing

---

Total: | 
Total Applicable Items: | 
Earned Score: |
## Individual Learning Achievement Plan Phase 1

**Date:**

**Student:**

**Instructor:**

<table>
<thead>
<tr>
<th>RNSG Section</th>
<th>Exam #</th>
<th>Exam Grade: ___ %</th>
<th>Course Average: ___ %</th>
</tr>
</thead>
</table>

### ILAP Test Improvement Flowsheet: Action Plan

1. After each unit exam, a student who scores below 80% must set up a meeting with the course faculty using Starfish within 24 hours after the grades have been issued.
2. Use the GROWTH Questionnaire to reflect on the weak unit exam concepts, style of questions missed, study methods, time management, and test anxiety level. Schedule a meeting with the ADN Academic Coach.

3. Course Instructor, ADN Coach, and the student will develop an individualized unit exam Testing Improvement Plan based on the Student Test Performance, as follows:
   
   **(Instructor advise 1 to 3 strategies to implement to learn content better)**
   
   - a. Perform PrepU to Mastery Level 8 on chapters _________ you were weak is based on the exam results.
   - b. ATI Nurse Logic Assignment.
   - c. ATI end of chapter questions on_________________________.
   - d. Picmonics__________________________.
   - e. Case study__________________________.
   - f. Concept Map__________________________.
   - g. ATI forms__________________________.
   - h. Personal Issues Counselling referral:

4. Make an individual appt with the instructor via Starfish. The instructor calls you on Pronto video chat at your appt. time. Attach screenshot proof of appt to this form.

5. Make an appointment with the Center for Learning Excellence (CLE) for tutoring and screenshot proof of session to attach to this form.

6. If the student does not submit a completed Action Plan before the next exam scheduled, the exam grade may be delayed until the student completes the Action Plan.

### Instructions for Using the Remediation Flowsheet:

- The student will initiate the Flowsheet after every unit exam with a grade below 80%.
- Proof of student’s appt screenshots and improvement activities are attached for submission before the next exam.
- All students must keep copies of what they have submitted in case of course failure for readmission consideration purposes.

_________________________________________  Student Signature__________________________  ADN Academic Coach Signature  ___________________________  Faculty Signature
## PHASE II: TO BE COMPLETED BY ALL STUDENTS

1. Review the Individual Performance Profile of the end-of-course exam report. These “Topics to Review” will be the focus of the learning achievement plan.

2. Perform the following strategies to enrich the comprehension of concepts related to “Topics to Review”:
   a. Handwritten concept maps, outline, and/or notes on the concepts related to ATI System Disorder, ATI Critical Thinking Forms, notes, quizzes, and case studies to make a portfolio covering the content identified on “Topics to Review.”
   b. Complete recommended activities on the Focused Review® 2.0 for proctored mastery series end-of-course exams.
   c. A quiz will be generated on a score lower than 75% on a major content area. The quiz grade should be 85% and higher.

3. Students must gather all documents in one portfolio to prove completion of learning achievement activities and serve as the ticket-to-class in the following semester. This portfolio will be kept in the student’s file.

4. Failure to submit the Focused Review will delay releasing the student’s grade in the first unit exam.

<table>
<thead>
<tr>
<th>Due Date</th>
<th>Date Submitted or Completed</th>
<th>Signature</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
# Theory/Clinical Rubric for Grading Remediation Portfolio

**Student Name:**

**ID #:**

**e-mail:**

**Date Due:**

**Date Submitted:**

**Received by:**

*Note: Late submission will not be considered.*

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Points</th>
<th>Student Points</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Presentation of Portfolio</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Title Page:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Course #, Course name</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Student name and Student ID number</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Well organized</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Clearly labeled, neat and clean</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Copy of Letter of Intent</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Plan of Action:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Study calendar</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Time management schedule</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• CLE Hour Log (If Applicable)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Notes:</strong> Identify concepts that you were not successful in Unit Exams</td>
<td>25 points</td>
<td>Minimum required per level</td>
<td></td>
</tr>
<tr>
<td>• Concept Notes</td>
<td></td>
<td>L1 – 5 Concept Notes</td>
<td></td>
</tr>
<tr>
<td>• Chapter notes</td>
<td></td>
<td>L2 – 8 Concept Notes</td>
<td></td>
</tr>
<tr>
<td>• Course Notes/Outlines</td>
<td></td>
<td>L3 – 10 Concept Notes</td>
<td></td>
</tr>
<tr>
<td><strong>Case Studies:</strong></td>
<td>15 points</td>
<td>Minimum required per level; score ≥90</td>
<td></td>
</tr>
<tr>
<td><strong>NCLEX-RN PassPoint Questions:</strong></td>
<td>25 points</td>
<td>Minimum required per level</td>
<td></td>
</tr>
<tr>
<td>• Student’s name</td>
<td></td>
<td>L1 – 200 questions</td>
<td></td>
</tr>
<tr>
<td>• Student’s ID number</td>
<td></td>
<td>L2 – 400 questions</td>
<td></td>
</tr>
<tr>
<td>• Date</td>
<td></td>
<td>L3 – 600 questions</td>
<td></td>
</tr>
<tr>
<td>• Signature from CLE Staff (waived due to COVID)</td>
<td></td>
<td>L4 – 800 questions</td>
<td></td>
</tr>
<tr>
<td><strong>Workshop and Certificates:</strong></td>
<td>15 points</td>
<td>Minimum required per level</td>
<td></td>
</tr>
<tr>
<td>• Student Lingo</td>
<td></td>
<td>L1–5 workshops</td>
<td></td>
</tr>
<tr>
<td>• Workshops attended</td>
<td></td>
<td>L3–10 workshops</td>
<td></td>
</tr>
<tr>
<td><strong>Completed Math Modules:</strong></td>
<td>5 points</td>
<td>up to the level of remediating</td>
<td></td>
</tr>
<tr>
<td><strong>Total Points</strong></td>
<td><strong>100 points</strong></td>
<td>Portfolio grade to be considered for readmission = ≥ 85%</td>
<td></td>
</tr>
</tbody>
</table>

**Approved:**

**Not approved: Needs improvement**
GRADUATION CLEARANCE FOR AFFIDAVIT OF GRADUATION (AOG)

South Texas College – Associate Degree Nursing

Complete the form and attach the required documents for your Affidavit of Graduation to be processed.

Student name:______________________________  Student STC ID __________________
Address:_________________________________  Phone #: ________________________
DOB:____________________________________  SSN last 4: XXX – XX – _________
Graduation Date:__________________________  Class of _________________________
Email address: ______________________________

- Submit the required documents and this form to Student Advisor, office 120 at the NAHA Campus
- Refer to NCLEX-RN Eligibility Information-Examination Application
- The Program Director will process the Affidavit of Graduation (AOG) to Texas BON once a week.
- An email from the TX BON will be sent for further instructions on scheduling your NCLEX-RN Examination after 20 business days from the date the AOG is submitted. Check the status on the TBON website.
- The ADN department will notify you if there are any issues with the submission of your AOG.
- Make sure the information you submitted to the TBON is correct, such as but not limited to your name, school code, graduation date, etc.
- There should not be any HOLDS on your account from, but not limited to Cashiers, Loans Dept., Pass Program, Registrar’s Office, Counseling, etc.

Submit the following with this form.

- Texas Board of Nursing NCLEX-RN Payment paid receipt/fee $100
- CERTIFICATE of successful completion of Nursing Jurisprudence Examination
- A printed copy of Degree Works from JAGNET at 100% completion
  - All holds on your account should to cleared prior to submitting this form
- Receipt of $200 from PearsonVue – NCLEX-RN

For office use only: (Notes)
Notice of Non-Discrimination
South Texas College is an equal education and equal employment opportunity/affirmative action employer. As an equal education institution and equal opportunity employer, the College does not discriminate on the basis of race, color, national origin, religion, age, sex, sexual orientation, gender, gender identity, disability, genetic information, or veteran status. Discrimination is prohibited and the College will comply with all applicable College policies, and state and federal legislation. This statement extends to individuals seeking employment with and admission to the College.
For inquiries or more information, contact Director of Human Resources at HR.Administrators@southtexascollege.edu or visit the Notice of Non-Discrimination website at https://www.southtexascollege.edu/about/notices/notice-of-non-discrimination.html.

Associate Degree Nursing Approval
South Texas College Associate Degree Nursing Program is approved by the Texas Board of Nursing. Contact the Texas Board of Nursing at 333 Guadalupe, Suite 3-460, William P. Hobby Building, Austin, TX 78701-3944, 512-305-7400, email address: webmaster@bon.texas.gov.

South Texas College Accreditation
South Texas College is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award the Baccalaureate and Associate degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500.

Associate Degree Nursing Accreditation
This nursing education program is accredited by the Accreditation Commission for Education in Nursing. Contact Accreditation Commission for Education in Nursing (ACEN), 3343 Peachtree Road NE, Suite 850, Atlanta, GA 30326, 404-975-500, www.acenursing.org.

South Texas College – Associate Degree Nursing Program